

URBAN/MUNICIPAL

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1995

AGENDA

OPERATIONS AND

FINANCE

COMMITTEE

JAN 9, 1995

A G E N D A

SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE

1995 01 09

GENERAL

NEW BUSINESS:

1. Presentations regarding Safe Schools Report:

- | | |
|---|------------------|
| a) Report of the Program/Curriculum Sub-committee | - Pages 1 to 29 |
| b) Report of the Expulsion Sub-committee | - Pages 30 to 56 |
| ** c) Report of the Policies/Procedures Sub-committee | - Pages 57 to 65 |
| d) Report of the Communications Sub-committee | - Pages 66 to 85 |

**** A limited number of binders containing Appendices P/P-A to P/P-W
will be available for perusal during the meeting**

DATE: January 9, 1995

TO: Chairman and Members
Operations and Finance Committee

FROM: Safe Schools System Steering Committee

RE: Report on Safe Schools: Program/Curriculum subcommittee of the Safe Schools
System Steering Committee

REPORT: Information/Decision

BACKGROUND:

In its *Violence-Free Schools Policy*, the Ministry of Education and Training states that violence prevention must be incorporated into all aspects of the curriculum for students from Junior Kindergarten to the end of secondary school. Outcomes in *The Common Curriculum* that relate to violence prevention and citizenship must be part of the programs planned and delivered for Grades 1 to 9. These outcomes are also a guide for planning Junior Kindergarten/Kindergarten programs and secondary school courses beyond Grade 9. The intent is that students will not simply "study" non-violence but will develop attitudes of non-violence and apply learned skills in their daily lives.

For learning to take place, the total school environment, both physical and social, must be safe - a place where violence and discrimination are unacceptable and positive behaviour is acknowledged, rewarded and modelled by ALL staff.

Many violence prevention programs have already been implemented within The Hamilton Board of Education, such as the Triboard R.S.V.P. project, Second Step (a social skills program), anger management and peer mediation. However, these programs most often target small groups of identified students and/or are short term. The effectiveness of violence prevention education is dependent on:

- the targeting of all students;
- a continuous, on-going program;
- the provision of life skills for all students;
- commitment by all staff to model and teach non-violence.

The *Violence-Free Schools Policy* requires that program/curriculum be provided for ALL students throughout ALL grades.

Prior to making recommendations for program, the sub-committee:

- identified existing programs and curriculum (Appendices P/C - A & P/C - B);
- reviewed research literature (Appendix P/C - C);
- invited input from experts in the field (Appendix P/C - D);
- reviewed available programs and resources;
- talked to small groups of students (Appendix P/C - E)

In compiling a list of recommended programs (Appendix P/C - F), consideration has been given to:

- cost effectiveness;
- need for any program to be self-sustaining;
- provision of clear consistent guidelines which allow schools to meet the unique needs of their community.

Additional support resources (human and material) available to schools have also been identified. (Appendix P/C - G)

Early identification of students at risk of being bullies and/or victims will allow provision of support and intervention focusing on the development of appropriate social skills rather than labelling. (Appendix P/C - H)

ISSUE:

To share information with the Trustees about program/curriculum issues relating to violence prevention education from JK - OAC.

To seek the adoption by The Hamilton Board of Education of an approved, comprehensive program relative to violence prevention education.

RECOMMENDATIONS:

1. That all schools, as part of the School Planning process for the 1995-96 school year, set in place for all students JK-OAC, Social Skill programs which promote positive relationships and discourage aggression within the school community.
2. That all schools, as part of the School Planning process for the 1995-96 school year, set in place for all students JK-OAC, programs which address the mediation of emerging conflicts and teach conflict resolution skills.
3. That all schools have in place, for all students JK-OAC, effective procedures to identify and deal with aggressive behaviour.
That all schools track and compile data on aggressive and/or violent incidents on a monthly basis beginning 1995-96 in order to evaluate program effectiveness. (Appendix P/C - I)
4. That all schools provide, for all students JK-OAC, highly visible supervision during high risk periods.
5. That all schools examine critically their curricular and co-curricular programs, to ensure that they are conducted in a manner consistent with the intent of the *Violence-Free Schools Policy*.
6. That a budget of \$25,000.00 be allocated for in-service and implementation of violence prevention programs.

RATIONALE:

1. Research in the area of Social Skill programs is clear that programs which target whole school populations and sustain intervention until the end of secondary education are optimally effective in promoting the outcomes outlined in *The Common Curriculum* -
 - building healthy relationships
 - commitment to peace and justice
 - understanding diversity
 - respect for human rights
 - responsible citizenship
 - the development of skills necessary for getting along well with others.
2. In responding to violence prevention, it is necessary that students develop, practise and reflect on interpersonal communication and problem-solving skills such as negotiation, mediation, management of conflicts, assertiveness and the ability to cope with change or frustration. As outlined in the Ministry of Education and Training, *Violence-Free Schools Policy*:
 - acquire the ability to understand, respect, and care for others
 - develop the ability to value the diversity of people and of points of view in society
 - acquire skills that will be useful in their existing and future relationships.

The research in this area supports the use of Peer Mediation programs to reduce conflict and incidents of violence within the school community. (Appendix P/C - J)

3. In order to decrease the number of aggressive or violent incidents, schools must target these behaviours in a proactive and systematic manner. Expectations of acceptable behaviour must be clearly defined for all staff and students. Consequences which are immediate, low level, consistent and can be delivered in a neutral manner must also be delineated and consistently applied. (Olweus, 1991) *

4. Because many aggressive incidents take place when adults are not in evidence, one of the most effective ways to prevent escalation of aggressive behaviour within the school community is to ensure effective supervision at high risk times, i.e. recess, lunchroom, hallways, cafeteria (Olweus, 1991) *.
5. While the importance of extra curricular activities in the building of skills and self-confidence is recognized, it is important that emphasis be placed on cooperation and teaming with clear consequences for violent incidents involving participants and/or spectators. Violence as a game strategy must be actively discouraged by coaches.
6. The success of violence prevention education programs within schools will be dependent on the training and support provided for school personnel. The proposed budget will provide information, training and support for the implementation and evaluation of programs implemented in schools in accordance with the Violence Free Schools Policy. (Appendix P/C - K)

APPENDICES:

P/C - A	Existing Violence Prevention Programs within The Hamilton Board of Education
P/C - B	Available Curriculum - Violence Prevention
P/C - C	Bibliography of Research Literature
P/C - D	Acknowledgments
P/C - E	Summary of School Survey
P/C - F	Recommended Programs for Violence Prevention
P/C - G	Additional Resources for Violence Prevention Education
P/C - H	The Early Identification Program, The Board of Education for the City of Hamilton
P/C - I	Tracking Form for Aggressive and/or Violent Behaviours
P/C - J	Peer Mediation Programs
P/C - K	Proposed Budget

* OLWEUS, D. Bully/Victim problems among school children: Basic facts and effects of a school based intervention program. In D.J. Pepler & K. Rubin, 1991 (Editors). The development and treatment of childhood aggression. Hillsdale New Jersey: Lawrence Erlbaum Associates.

Safe Schools Existing Program

The following information is based on the responses from 32 elementary and 8 secondary schools to a survey done during the 1993-1994 school year. Many of the responding schools reported more than one program focusing on violence prevention being implemented within the school.

FOCUS	PROGRAM/ CURRICULA	Number of Schools Reporting Use	TARGET GROUP
Social Skills	Second Step	7	elementary/transition
	PeaceWorks	1	elementary
	Chedoke-McMaster Soc. Skills	1	elementary
	Skill Streaming	1	primary
Conflict Resolution	Second Step	7	elementary/transition
	Peer Mediation	8	elementary
		1	secondary
	Anger Management	6	selected students
Discipline Code	review/update	5	school communitiy
Other (short term, support, often selected students)	drama presentations	8	all levels
	New Wave/Little Ripples (divorce/separation)	8	all levels
	personal safety	13	all levels
	family violence	12	all levels
	parent education	1	elementary
		1	secondary
	tolerating differences	5	all levels
	self esteem building	10	all levels
	guest speaker	4	secondary
	healthy relationships	8	all levels

Safe Schools Existing Program

This program is designed to provide a safe and secure environment for all students and staff. The program is based on the premise that a safe school is a healthy school. The program is designed to provide a safe and secure environment for all students and staff. The program is based on the premise that a safe school is a healthy school.

Category	Item	Frequency	Responsible Party
Physical Security	Lockdown Drills	Quarterly	Principal
	Fire Drills	Monthly	Principal
	Evacuation Drills	Quarterly	Principal
	Security Patrols	Daily	Security Guard
Crisis Response	Emergency Plan	Annual Review	Principal
	Communication Plan	Annual Review	Principal
	First Aid Kit	Monthly Check	Nurse
	First Aid Training	Annual Training	Nurse
Mental Health	Counselor Services	As Needed	Counselor
	Student Support Services	As Needed	Student Support
	Staff Training	Annual Training	Principal
	Parent Training	Annual Training	Principal
Community Relations	Community Meetings	Quarterly	Principal
	Public Relations	As Needed	Principal
	Media Relations	As Needed	Principal
	Law Enforcement Relations	As Needed	Principal

Safe Schools Existing Curricula

Primary	<i>Growing Into Language</i> <i>New Faces, New Places</i> <i>Happy Healthy Me</i> <i>A Class Party</i> <i>Friends at School</i> <i>Family</i>	may include violence prevention issues building relationships, social skills problem solving, refusal skills, stress social skills, communication relationships relationships
Junior	<i>Values Education Units</i> <i>Being a Friend</i> <i>Connections</i> <i>Friendship & Communication</i> <i>Peer Pressure</i> <i>Protection (social studies unit)</i> <i>Family Studies - Grade 6</i>	social skills healthy relationships special education/behaviour/strategies healthy relationships relationships personal safety communication skills
Transition Years	<i>Family Studies - Grade 7</i> <i>Family Studies - Grade 8</i> <i>Family Studies - Grade 9</i> <i>Health - Grade 9</i> <i>History - Grade 9</i> <i>Geography - Grade 9</i> <i>Guidance - middle school</i> <i>English - Grade 9</i> <i>Drama - Grades 7-9</i>	family violence, relationships, tolerating differences parenting skills conflict resolution, relationships, social skills conflict resolution, violence prevention, personal safety tolerating differences social issues Changes and Challenges - communication skills, relationships, conflict, social skills, self esteem self esteem issues, changes, family violence, respect

10 - OAC

<i>Business - Grade 11 Law</i>	current issues, family law, law enforcement
<i>Business - OAC</i>	human rights & freedoms
<i>Health - Grade 10</i>	personal safety, conflict resolution, self esteem, family violence
<i>Health - Grade 11</i>	tolerating differences, relationships
<i>Health - Grade 12</i>	relationships, tolerating differences, self esteem, personal safety, violence prevention
<i>History - Grade 11</i>	social issues
<i>Family Studies - Grade 10</i>	social skills, relationships, self esteem
<i>Family Studies - Parenting</i>	parenting skills, relationships, child abuse, communication skills, self esteem
<i>Family Studies - Personal Life Management</i>	relationships, conflict resolution, tolerating differences, communication skills
<i>Family Studies - OAC</i>	family violence, relationships, communication, conflict resolution

In addition Adjustment/Social Work offers support for schools with the following:

- Chedoke Class-wide Social Skills Program
- PeaceWorks Curricula
- P.A.L.S. Program
- Family Groups (small groups of students meet to discuss issues)
- Social Skill Programs
- Conflict Management
- Peer Mediation
- Behaviour Management

Bibliography of Relevant Research

- Kazdin, Alan E. Treatment of Antisocial Behaviour in Children: Current Status and Future Directions. *Psychological Bulletin*, 1989. Vol. 102, no. w, pp. 182-203.
- Offord, D.R. M.D. Department of Psychiatry, McMaster University, Hamilton, Ontario. Conduct Disorder: Risk Factors & Prevention. From: *Prevention of Mental Disorders, Alcohol and Other drug use in Children and Adolescents. Alcohol, Drug Abuse & Mental Health Administration, Rockville, Maryland, 1989, pp. 273-307.*
- Olweus, D. Bully/Victim Problems Among School Children: Basic Facts and Effects of a School Based Intervention Program. In D.J. Pepler & K.H. Rubin (Eds.). *The Development and Treatment of Childhood Aggression. Hillsdale, N.J. Erlbaum, pp. 411-448. (1991).*
- Olweus, D. Bullying at School: Basic Facts and Effects of a School Based Intervention Program. *Journal of Child Psychology and Psychiatry*, Vol. 35, Pgs. 1171-1190, 1994.
- Rutter, Michael. School Effects on Pupil Progress: Research Findings and Policy Implications, *Child Development*, 1983, pp. 54, 1-20.

Biography of Robert H. Brown

Robert H. Brown was born on January 1, 1915, in the town of ...

He attended the ... and graduated from ... in 1937.

During his college years, he was active in the ... and ...

After graduation, he worked for the ... for several years.

He then moved to ... where he continued his work.

Acknowledgments

Chuck Cunningham, Ph. D.	<i>Professor Psychiatry, McMaster University Medical Centre. Director, Community Parent Education Program - Chedoke Hospital Child & Family Centre.</i>
Donna Mitchell, Ph. D.	<i>Curriculum Coordinator, The Child Abuse Council of Hamilton Wentworth.</i>
Shelagh Simpson	<i>Early Years Coordinator, The Board of Education for the City of Hamilton</i>
Russ Blackbird	<i>Education Liaison Coordinator, Hamilton Regional Indian Centre, E.T.N. Program.</i>
Neville Nunes	<i>English as a Second Language Coordinator, The Board of Education for the City of Hamilton.</i>

Program/Curriculum Subcommittee

Kathie Hibbins	Family Studies Coordinator
Mary Jean Tyczynski	Formative Years Coordinator
Lesley Cunningham	Adjustment Consultant
Vic Lepp	Bennetto School
Hinda Levine	Parent Representative
Sharon Bachuk	OPEIU, Roxborough Park School

Abstract

The purpose of this study was to investigate the effects of a 12-week training program on the physical and psychological health of sedentary, middle-aged adults. The study was conducted in a laboratory setting and involved a group of 20 participants who were randomly assigned to either a training or control group.

The training group participated in a supervised exercise program consisting of three sessions per week, each lasting 45 minutes. The control group remained sedentary throughout the study.

Physical health was assessed using a variety of measures, including heart rate, blood pressure, and body mass index (BMI). Psychological health was assessed using a standardized questionnaire that measured levels of stress, anxiety, and depression.

Results of the study indicated that the training group experienced significant improvements in physical health measures compared to the control group. Specifically, heart rate and blood pressure decreased, and BMI increased in the training group.

Psychological health measures also improved in the training group, with significant decreases in stress, anxiety, and depression. These findings suggest that a 12-week training program can have positive effects on both physical and psychological health in sedentary, middle-aged adults.

Keywords

Exercise, physical health, psychological health, stress, anxiety, depression, middle-aged adults, sedentary lifestyle, supervised exercise program, heart rate, blood pressure, body mass index (BMI), standardized questionnaire, 12-week training program, laboratory setting, random assignment, control group, training group, supervised exercise program, heart rate, blood pressure, body mass index (BMI), standardized questionnaire, 12-week training program, laboratory setting, random assignment, control group, training group.

Safe Schools - Summary of Student Survey

Background:

A team of interviewers visited 8 schools representing a cross-section of Mountain and Lower City sites to speak directly with students in groups of 8-12. The groups were divided as follows: Middle Schools - Grade 6 and Grade 7/8 and Secondary Schools - Grade 9/10 and Grade 11-OAC.

The purpose of the survey was to ask students about their feelings of safety within the school, awareness of violence, suggested solutions and school programming.

GENERAL OBSERVATIONS

1. The students interviewed expressed a general sense of safety in their school.
2. Students felt consequences should be severe for violence, particularly weapons offences. They also pointed out the need for prevention measures, often recognizing the value of programs such as Peer Mediation, Anger Management, etc. At both the elementary and secondary levels, students saw Advisor time as a useful forum to learn more about violence and to express and discuss their issues and fears.
3. Students felt the existing rules needed to be responsive to their issues, stated more clearly, communicated more frequently to all students and enforced with greater consistency.
4. There was a continuum of situations which caused students some degree of anxiety. These ranged from name-calling, teasing, dangerous stranger alerts to physical violence and weapons issues. Often these incidents tended to occur where there was less teacher supervision i.e. washrooms, change rooms, on the way to school, etc.
5. Students felt more time and effort was needed to solve issues of violence i.e. conflict resolution.
6. Perceptions of the severity of incidents varied across age groups. Students commented that this variation in perception also existed amongst teachers e.g. students may feel threatened by teasing whereas adults may dismiss this as trivial.
7. Students expressed a strong desire to have their voices heard and to be involved in addressing the issue of violence in schools. This is consistent with the belief of the Ministry of Education and Training and the Safe Schools System Steering Committee. Students were grateful for the opportunity to provide input into this interview process.

The Safe Schools System Committee wishes to express its gratitude to the principals of the schools who facilitated the participation of their students in this exercise.

State School - Summary of School History

1. Introduction

The first school in the district was established in 1840. It was a small, one-room building, and the first teacher was Mr. John Smith. The school was named after the first teacher, Mr. John Smith.

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2. Early Years

The first school in the district was established in 1840. It was a small, one-room building, and the first teacher was Mr. John Smith. The school was named after the first teacher, Mr. John Smith.

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Safe Schools Recommended Program Resources

Resource	Level	Focus	Ordering Information	Cost
PEACEWORKS				
<i>Peacemaking Skills For Little Kids</i> (curriculum, workbooks, puppet, audio cassette, poster)	Preschool - Grade 2	social skills	Peace Education Foundation Inc. 2627 Biscayne Boulevard Miami, Florida U.S.A. 33137-3854	\$99.95 US
<i>Creative Conflict Solving for Kids: Grades 3-4</i> (curriculum, workbooks, poster)	Grades 3-4	social skills		\$75.95 US
<i>Creative Conflict Solving for Kids: Grades 5-9</i> (curriculum, workbooks, poster)	Grades 5-9	social skills		\$75.95 US
<i>Mediation for Kids</i> (curriculum, workbooks, poster)	Grades 4-9	conflict resolution		\$74.95 US
SECOND STEP				
<i>Preschool - Kindergarten</i> (teacher's guide, lesson cards, puppets, sing-along tape, poster, activity sheets)	ages 4 - 6	social skills	Committee for Children 2203 Airport Way South Suite 500 Seattle, Washington U.S.A. 98134-2027	\$245.00 US
<i>Grades 1 - 3</i> (teacher's guide, lesson cards, posters, homework sheets, activity sheets, video)	primary	social skills		\$255.00 US
<i>Grades 4 - 6</i> (teacher's guide, lesson cards, posters, homework sheets, activity sheets, video)	junior	social skills		\$235.00 US
<i>Grades 6-8</i> (teacher's guide, lesson cards, transparencies, homework sheets, photographs, video)	transition years	social skills		\$285.00 US

Safe Schools Recommended Program Resources

Resource	Level	Focus	Ordering Information	Cost
R.S.V.P. - Response by Schools to Violence Prevention				
<i>The Elementary Experience</i>	primary / junior	social skills, discipline code	The Community Child Abuse Council of Hamilton-Wentworth c/o Lloyd George School 360 Beach Road, Rm. 15 Hamilton, Ontario L8H 3K4	\$30.00
<i>Planning Guide for Transition Years</i>	transition years	social skills		\$30.00
<i>A Guide for Secondary Schools</i>	secondary	social skills, discipline code		\$30.00
Chedoke Classwide Social Skills				
• training is available at no charge • materials are available after training	JK - 5	social skills	Contact: Penny Burlak Chedoke Hospital (905) 521-2700 ext. 7978	materials in the range of \$ 50.00 - \$100.00
<i>Peer Mediation: Conflict Resolution in Schools</i> by Fred Schrumf et al Program Guide Student Guide	secondary	conflict resolution	Parentbooks 201 Harbord St. Toronto, Ontario M5S 1H6	\$31.95 \$12.95 each
<i>Fighting Fair - A Guide to the Management of Student Conduct</i> by Jean Hewitt	transition years, secondary	discipline code	EduServ 1155 West 8th Ave. Vancouver, B.C. V6H 1C5	\$27.95

Safe Schools Recommended Program Resources

Resource	Level	Focus	Ordering Information	Cost
CO-OPERATIVE LEARNING				
<i>Cooperative Learning :A Resource Guide to Small Group Learning</i> K-OAC Waterloo County Board of Education	all grade levels	social skills	available from Hamilton Board of Education Program Department with 40 minute presentation	\$5.00
<i>Cooperative Learning :Where Heart Meets Mind</i> by Barrie Bennett, Carol Rolheiser-Bennett, Laurie Stevahn ISBN 0-9695388-0-4			Educational Connections Station "P" 704 Spadina Ave. P.O.Box 249 Toronto, Ontario, M5S 2S8	approx. \$30.00
<i>TRIBES a process for social development and co-operative learning</i> by Jeanne Gibbs ISBN 0-032762-08-5			Parentbooks 201 Harbord St. Toronto, Ontario, M5S 1H6	approx. \$30.00
<i>Blueprints for Thinking in the Cooperative Classroom</i> by James Bellanca & Robin Fogarty			IRI Skylight 200 E. Wood Street, Suite 274 Palatine, Illinois, 60067	\$45.00 US
<i>What To Do With The Kid Who....</i> by Kay Burke				\$35.95 US
<i>Tools for the Cooperative Classroom</i> by Penny McDonald				\$15.95 US
<i>The Cooperative Think Tank</i> <i>The Cooperative Think Tank II</i> by James Bellanca				\$12.95 US \$15.95 US
<i>Designs for Cooperative Interactions</i> by Robin Fogarty				\$12.95 US
<i>Building A Caring Cooperative Classroom</i> by James Bellanca	primary			\$15.95 US



Additional Resources

Print Materials

Towards Peaceful Schools, a resource document developed by the Area One Resource Team, The Hamilton Board of Education, 1994.

Bullying, Information Sheet #3, Psychological Services, The Hamilton Board of Education, May 1994.

A.S.A.P.: A School-based Anti-Violence Program, London Family Court Clinic Inc., 254 Pall Mall Street, Suite 200, London, Ontario, N6A 5P6 (\$75.00).

Youth Violence Project Resource Catalogue, December 1992, Burnaby School District 41, Province of British Columbia, Ministry of the Attorney General

Peace in the Classroom by Hetty Adams, Pequis Publishers Limited, 100-318 McDermot Avenue, Winnipeg, Manitoba, R3A 0A2

Videos

Brother of Mine (48 min) produced by the Ontario Teachers' Federation
A documentary which explores the roots of violence in society, particularly male violence. Touches upon racism and sexism. In the second half of the video, looks at violence prevention programs.

Audience - Gr. 7-12 students, parents, teachers, community groups.

Peer Mediation (14 min) produced by OSSEO Schools T.V.Dept., Maple Grove Minnesota.
An introduction to peer mediation, this video uses a trainer and students to demonstrate the elements of a successful program.

Audience - Gr. 7-12 students, teachers and parents.

Caveat "Youth Challenge" (9 min) produced by CAVEAT (Canadians Against Violence Everywhere Advocating its Termination (Burlington, Ontario).

Video and booklet directed at student-based action including social skills, curriculum, mediation.

Never Be A Victim - a four part series:

1. *You Cannot Tell by Peoples' Faces* (16 min)
2. *I Never Thought It Could Happen To Me* (34 min)
3. *Officer Jim's 10 Rules of Streetproofing* (16 min)
4. *Questions and Answers* (23 min)

produced by the Metropolitan Toronto Police.

These videos on Streetproofing are directed at students but are also useful for teachers and parent groups.

Community Agencies

Alternatives for Youth	527-4469
Children's Aid Society	522-1121
Catholic Children's Aid Society	525-2012
Child & Adolescent Services	546-3678
Chedoke Child & Family Centre	521-7950 or 521-2100
Catholic Social Services	527-3823
Community Parent Education Program - COPE	521-2100 ext.7312
Family Services Agency	523-5640
John Howard Society	523-7460
Mission Services	528-4211
Pastoral Counselling	529-5400
Systematic Training for Effective Parenting - STEP at CCAS	525-2012
The Community Child Abuse Council of Hamilton-Wentworth	549-1353

Theatre Companies

SIS Theatre Action in Education/ The Company of Sirens, 438 Bloor Street West, Toronto, Ontario, M5S 1X5, (416) 975-9642.

Current Productions: Whenever I Feel Afraid
 Talking About...Our Generation
 Datelines - a play about date rape

Young People's Theatre, 165 Front Street East, Toronto, Ontario, M5A 3Z4,
 (416) 947-1027.

Golden Horseshoe Players, Suite 3809 - 44 Charles St West, Toronto, Ontario, M4Y 1R8,
 (416) 963-8942

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

THE EARLY IDENTIFICATION PROGRAM

A Response to Ministry Memo 15/78: Identification of Children's Needs and Ministry Memo 24/79: Identification of Children's Needs

An Approach to Early Identification of Children's Learning Needs

The Ontario Ministry of Education, in recognition of the importance of the early discovery of a child's learning needs and abilities, has required that, by September, 1979, each Board in the province approve a procedural model to determine the child's learning needs when the child is first enrolled or, at least, by the time the child is beginning a programme of studies immediately following Kindergarten.

The procedure is expected to include the following:

1. Confidential information-gathering in the form of a social and health history with due regard given to the protection of privacy to pupil information. The completed information shall be part of the pupil's Ontario Student Record file.
2. Several opportunities for the parent and teacher to share important information about the child's background and development.
3. A multi-disciplinary approach, wherever required, to provide assessments by professionals outside the classroom.
4. An education assessment administered by the teacher which includes the communication areas of language and number skills.

School Boards, in approving a model for their use, are expected:

1. To designate an education official, with responsibility in the Primary Division or Special Education, to co-ordinate the development and implementation of the procedure to be used for early identification.
2. To include provision for continued co-operation with Public Health Units in recognizing and using health services important to Early Identification – health history, vision testing, hearing testing and immunization.
3. To ensure that the proposed model provides for:
 - (a) the alerting of parents to the child's possible need for professional attention regarding general health, hearing or vision.
 - (b) regular monitoring and assessment of pupil progress during the year.
 - (c) planning and implementing learning experiences to aid the development of each child's academic and social skills.

Early identification of pupils' needs is not new. It has been an educational practice which has already received wide support from medical, psychological, and educational professionals as well as from parents. What is new is the degree of emphasis which has been placed upon the practice and the Ministry's requirement that the procedures be formalized into policy by each school system.

It is worthy of emphasis that the identification aspect of the program is a process, rather than a single event. The process can be visualized as consisting of several steps – a general screening of all pupils at entry, a finer screening of certain children, a full assessment of a few children. Overriding these steps is the philosophy that Early Identification is continuous and universal in its application. This process implies the availability of support services to the child and teacher, both in the form of Special Services (Adjustment, Psychological, Special Education, Health), Primary Education, and, where needed, appropriate community resources with special professional expertise.

In general terms, what is involved is a screening model of successive sieves which, in conjunction with the support services aspects of the process, requires a close and ongoing involvement with children, parents and school personnel.

To prepare a model for the Hamilton Board designed to meet the Ministry's requirements, a committee was formed with members from many areas of expertise, meeting for the first time in February, 1979. The Committee studied the Ministry's requirements in the light of the procedures which have been used in our system for some years which were accepted by the Board.

The Hamilton Board of Education has been guided in its deliberations by certain convictions:

1. The involvement of the parents at any point in the process should be done in a climate which is positive and non-threatening, and which contributes to a mutual understanding of the child's development and needs.
2. As confidential data is gathered, written parental permission must be obtained before it is shared.
3. The professional judgement of the Junior and Senior Kindergarten teachers, based upon sound observational techniques and careful comprehensive assessment of the child, is of vital importance to the process.
4. Adequate support of Primary Consultants and of Special Services Personnel (Adjustment Counsellors, Special Education, and in particular, Psychological Consultants) is essential to the success of the Program.
5. No "labelling" should occur as an immediate result of the identification process. There should be a description of each child's areas of strengths and weaknesses only, with some indication of the degree of difficulty, if any.

Procedural Model

For this Procedural Model, plans have been prepared for children related to their previous education experiences. For the purposes of this manual, four classifications of pupils were considered:

- (a) Children registering in Junior Kindergarten.
- (b) Children registering in Kindergarten who do not have Junior Kindergarten experience.
- (c) Children continuing with their education in Kindergarten after having experienced Junior Kindergarten.
- (d) Children in the Primary Division above Kindergarten (Grades 1, 2, 3).

This section to the manual outlines procedures seen as appropriate for each group of children described above. A detailed description of each of these procedures is found on pages 4 through 8 in the section titled, "General Instructional Guide for Principals and Teachers".

The Procedures

(a) Early Identification Procedures for Junior Kindergarten Pupils

- (i) Student Information Form (HBE 3831)
- (ii) Hamilton-Wentworth Regional Health Unit Health History Information
- (iii) Delayed Enrolment to Permit Home Visit: Social History Form (HBE 3834)
- (iv) Gradual Entry
- (v) Vision and Hearing Screening
- (vi) Children with identified exceptionality be reviewed as early as possible
- (vii) Principal and/or Vice-Principal and Teacher meet by the end of November to review the progress of all children
- (viii) All Support Services available from the Board
- (ix) Information shared with parents during Observations and Parent Interview
- (x) Provision be made by the Principal to ensure full sharing of the teacher's ongoing observations of each child with next teacher during the month of June or September including the use of Summary of Teacher Observations, Junior Kindergarten Program (Temp Form 83-04)

(b) Early Identification Procedures for Senior Kindergarten Pupils Without Junior Kindergarten Experience

- (i) Student Information Form (HBE 3831)
- (ii) Hamilton-Wentworth Regional Health Unit Health History Information
- (iii) Kindergarten Orientation (Pre-entry June)
- (iv) Delayed Enrolment to permit the September Early Identification Interview and the Completion of the Social History Form (HBE 3834)
- (v) Vision and Hearing Screening
- (vi) All Support Services available from the Board
- (vii) Children with identified exceptionality be reviewed as early as possible
- (viii) Principal and/or Vice-Principal and Teacher meet by the end of November to review the progress of all children

- (ix) Information sharing with the parents during Observations, Parent Interviews and written reports twice per year
- (x) Ongoing consultation between teacher and principal for children who require immediate intervention and/or program modification
- (xi) Provision be made by the Principal to ensure that the Teacher's Observation and Assessment Guide (HBE 3835) be summarized and shared in a conference in the month of June or September with the next teacher

(c) Early Identification Procedures for Senior Kindergarten Pupils With Junior Kindergarten Experience

- (i) Kindergarten Orientation, if appropriate (Pre-entry June)
- (ii) Delayed enrolment to permit the September Early Identification Interview for pupils without Junior Kindergarten experience
- (iii) Children with identified exceptionality be reviewed as early as possible
- (iv) Principal and/or Vice-Principal and Teacher meet by the end of November to review the progress of all children
- (v) Information sharing with the parents during Observations and Parent Interviews, written reports twice per year
- (vi) Ongoing consultation between Teacher and Principal for children who require immediate intervention and/or program modification
- (vii) Provision be made, by the Principal, to ensure that the Teacher's Observation and Assessment Guide (HBE 3835) be summarized and shared in a conference in the month of June or September with the next teacher
- (viii) All Support Services available from the Board
- (ix) Senior Kindergarten pupils with Junior Kindergarten experience who have been identified as being exceptional in some aspect of their development should be interviewed with the parent(s) in early September

(d) Early Identification Procedures for Pupils in Grade One, Grade Two, Grade Three

- (i) Children with identified exceptionality be reviewed as early as possible
- (ii) Principal and/or Vice-Principal and Teacher meet by the end of November to review the progress of all children
- (iii) All Support Services available from the Board
- (iv) Information sharing with the parents during interviews and written reports three times per year
- (v) Optional parent observations are encouraged
- (vi) Oral sharing of information at a meeting during the Spring or Fall Term between Principal/Vice-Principal, present Teacher and receiving Teacher will be arranged

General Instructional Guide for Principals and Teachers

Early Identification Program Procedures for each pupil from the time the child first attends school until the child completes the Primary Division (Grade 3) are found on pages 3 and 4 of this manual. Most of the procedures identified are described in some detail in this section. In addition, these procedures are identified according to the appropriate time of implementation under the headings "Pre-entry", "Entry", "School Year".

A-5**Registration Procedures (Pre-Entry)**

When the child first registers in school, whether Junior Kindergarten or Senior Kindergarten, the **Student Information Form (HBE 3831)** is to be completed by the school office staff. Similarly, when the child first registers, the **Hamilton-Wentworth Health Unit Health History Information Form** should be completed by the parents or school nurse. The nurse shall retain the duplicate of this form and the original shall be forwarded to the school office for inclusion in the O.S.R. It is expected that the majority of beginning students will be registered in the spring preceding their first year of attendance. The **Social History Form (HBE 3834)** shall be completed by the teacher for each child as a part of his initial registration process. For Junior Kindergarten children this form shall be completed during the Parent/Teacher Home Interview. For Kindergarten children who are first-time attenders, the **Social History Form** shall be completed during the Parent/Child/Teacher Interview in September. It is not necessary to repeat the registration process for pupils attending Kindergarten who have already attended Junior Kindergarten and who have had these forms completed previously.

Home Visit (Junior Kindergarten Program) (Pre-Entry)

Home visits to the Junior Kindergarten children are arranged by the Teacher and/or office and usually take place within the first two weeks of September of the year the child attends Junior Kindergarten. During the home visit, it is expected that the Junior Kindergarten teacher will complete the **Social History Form (HBE 3834)** in addition to observing the child in the family setting. In a positive approach, and in dialogue with the parents, the teacher will obtain pertinent information about the child and the family, useful in understanding the child and assessing his needs and development. If necessary, an interpreter may be arranged through the Adjustment Department.

Kindergarten Orientation (Pre-Entry - June)

An orientation session in which the children (with no previous school experience) visit the Kindergarten to participate in the class activities both to promote their understanding of the Kindergarten class and to help them feel comfortable in the new setting should be arranged for late spring. The Kindergarten Teacher and the Principal should make arrangements for the children to visit the Kindergarten class, either in small groups or all at one time. Principals are expected to arrange orientation for parents of all Kindergarten children at this time. Materials available for use with the parents include a video tape, *What Will I Do In Kindergarten?* (available from the Media Library).

Delayed Entry and Parent/Child/Teacher Interview (Senior Kindergarten Entry)

In order to provide Kindergarten teachers with the time to interview each parent and child with no previous Junior Kindergarten experience in September, the first day of attendance for Kindergarten children may be postponed for up to three days. Delayed entry provides each Kindergarten teacher with time to interview these children and parents, both to establish a rapport and to obtain needed information. The teacher interacts positively with and observes the child using the Fisher-Price Fire Station and/or other play materials. Guidelines for the interview are provided on page 7 of this manual: "Procedure for September Interview". It is hoped that this interview will

give the teacher initial information about the child's attention span, receptive and expressive language ability, general level of comprehension, co-ordination, attitude and general interests. For those students who have not attended Junior Kindergarten, the Social History Form is to be completed at this time.

DAY I The Kindergarten teacher interviews children who did not attend Junior Kindergarten, including the procedures outlined above. If a pupil has been identified in Junior Kindergarten as a child in need of additional support or assistance, the child and parent may also be interviewed at this time. The teacher will communicate by letter the specific dates for the interview and gradual enrolment of Kindergarten pupils.

**DAY II
and
DAY III** Gradual entry of pupils in small groups.

DAY IV All children will attend.

(N.B. Further information on this topic may be found in Operations Memo: OP-17, 1982-83)

Vision and Hearing Screening (School Year)

It is expected that all Junior and Senior Kindergarten pupils in their first year of attendance in Hamilton Board of Education schools will receive a vision and hearing screening administered by the school nurse.

The Kindergarten Year

In order to assist Kindergarten teachers with a uniform approach to the observation and assessment process for the Kindergarten year, a detailed form is provided. This form, "Teacher's Observation and Assessment Guide" (HBE 3835), shall be used throughout the school year to record the progress of each child. In addition, this form should be instrumental in assisting the teacher in preparing for communication with parents and the Grade One teacher. This form shall be forwarded to the Grade One teacher at the end of the Kindergarten year.

Program Design (Kindergarten Year)

The Early Identification Procedures for Kindergarten Pupils are intended to provide the teacher with a broad base of information from which she can make a better decision regarding the child's program needs. The program will be designed to involve many factors: understanding of child growth and development, awareness and appreciation of the individuality of each child, adaptation of the program and teaching/learning strategies in keeping with individual abilities.

Support Services

If a teacher evaluates a student and believes that additional support is necessary for that student, the first step in procuring that support is a discussion with in-school resources such as the principal/vice-principal or learning resource teacher. After an in-depth review, the principal may decide that it is necessary to seek more specialized assistance from resources outside the school. To do this, the principal may request that the Diagnostic and Remedial Team process be activated.

A-7

If, as a result of the DART process, more specialized professional support mechanisms are required, referrals can be co-ordinated through the various members of the DART committee to access appropriate helping resources in the community.

In any event, a teamwork approach will be emphasized to utilize in the best possible ways the training, the experience, and the knowledge of a variety of professionals, including teachers, principals/vice-principals, psychological consultants, speech pathologists, special education personnel, adjustment counsellors, primary/junior consultants, school nurses and other health professionals, and community resources, where needed.

Summary of Teacher Observations (Junior Kindergarten Year)

This form is to be used in June by the Junior Kindergarten teacher to summarize ongoing observations of each child. The teacher is expected to record positive comments on the child's development in the areas of (1) Social and Emotional Growth, (2) Physical Development, (3) Communication, and (4) Music, Art, Dramatic Play.

Provision will be made for the sharing of this form with the receiving teacher during the months of June or September. After this review, it is expected that the Senior Kindergarten teacher will forward this form to the office for placement in the O.S.R.

Procedure for September Interview

(This form is to be retained in the Kindergarten teacher's personal records.)

Purpose

- to familiarize the child with the classroom;
- for parent, teacher and child to meet and develop a rapport in a happy, positive situation;
- for the teacher to obtain a Social History;
- for the teacher to get some general information about the child's stage of development in the language and number areas;
- to reassess specific children who have been identified in the Junior Kindergarten year as having exceptionalities;

(More specific information will be gathered in the regular classroom situation during the ensuing weeks.).

Procedure

- The parent and child come to Kindergarten by appointment for a minimum of one-half hour;
- Using the Fisher-Price fire station (or other play materials), and small plastic cars and planes set (or other manipulative materials), the teacher plays and talks with the child using the guide questions provided as examples. **The procedure is designed to proceed informally during conversation.** This format permits the teacher, in interaction with the child, to use enabling questions at times to encourage the child to respond at more complex levels of thinking skills and language skills. While the child is playing with the materials provided, the teacher should observe gross and fine motor coordination, auditory behaviour and attention span. The procedure is not a test. The child's performance is not being scored, nor is it being assessed in relation to others. The strategy is the first step in the continuous ongoing assessment of the child;
- The child continues to play with these or other materials (picture making, lego) while the parent and teacher confer re the Social History form;
- Before parent and child leave, give each an opportunity to ask questions and to look around the Kindergarten room;
- After parent and child leave, the teacher immediately makes note of her observations.

Example Only

Aggressive/Violent Behaviour Weekly Monitoring Form

School	Week Starting Date:	Recorder:
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In order to evaluate program effectiveness, it is necessary to track and record the occurrence of aggressive and/or violent behaviours. Aggressive/violent behaviours may include: foul language, physical aggression (hitting, kicking, shoving, etc.), verbal aggression (teasing, racial comments, threats, etc.) bullying, stealing, destruction of property, etc. School, staff as part of the planning process, should identify those behaviours which need to be targeted within the school community.

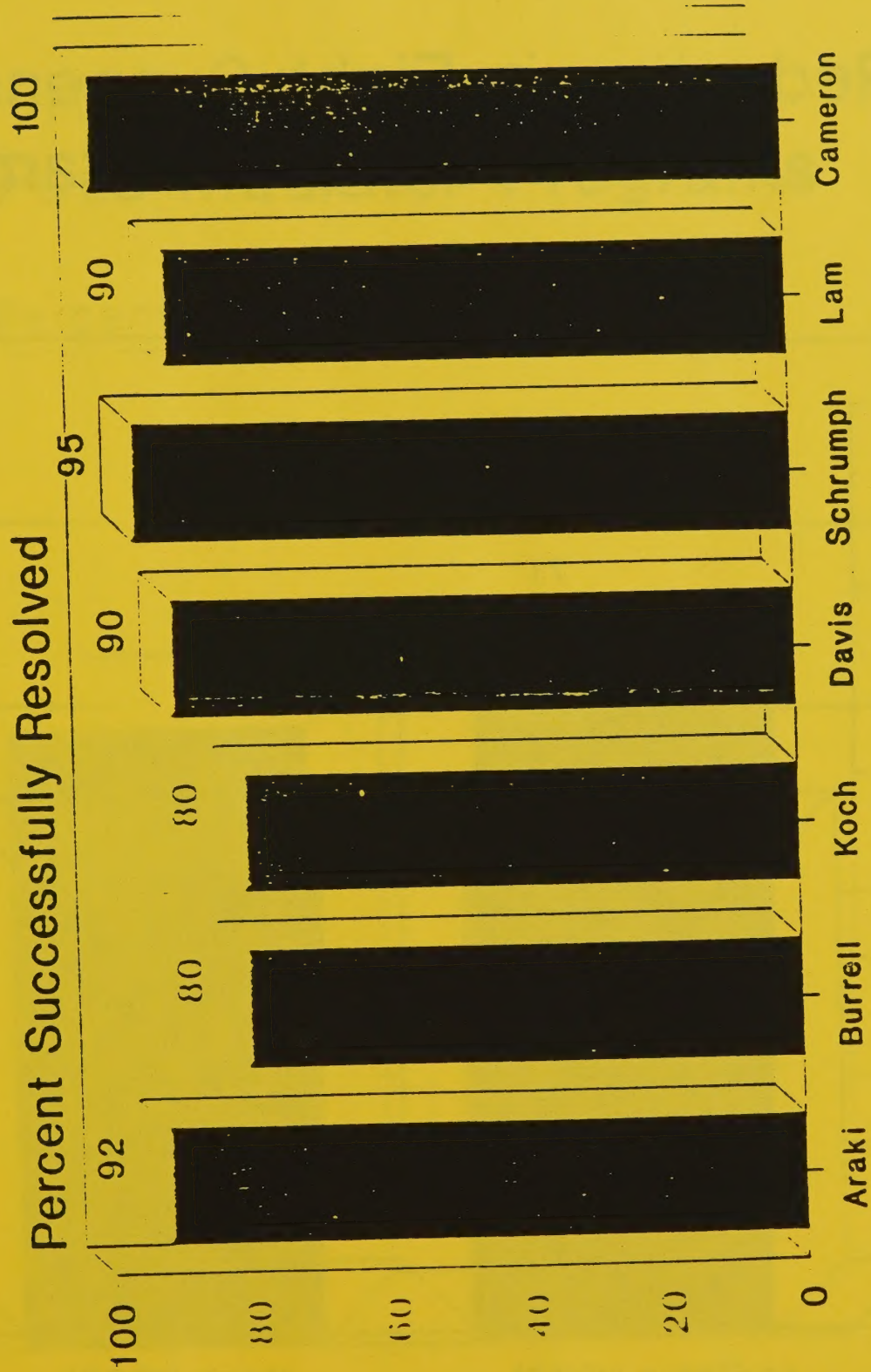
Each day, place a mark (/) under either morning or afternoon *each time* a student is referred to the office for disciplinary purposes related to the identified behaviours. If an individual student is referred more than once during the day, record *each* referral. *All* referred incidents including those which originate in classrooms, hallways, lunchrooms, playground, buses, field trips, etc. Also place a mark in the box for *each suspension or therapeutic withdrawal* that occurs. Place a mark in the box for *each subsequent day* that the suspension is in effect. If possible have the same person(s) recording this information each day.

Completed monitoring forms will be useful in evaluating the violence prevention programs in place in the school and be helpful in making necessary changes in order to effect more positive behaviour.

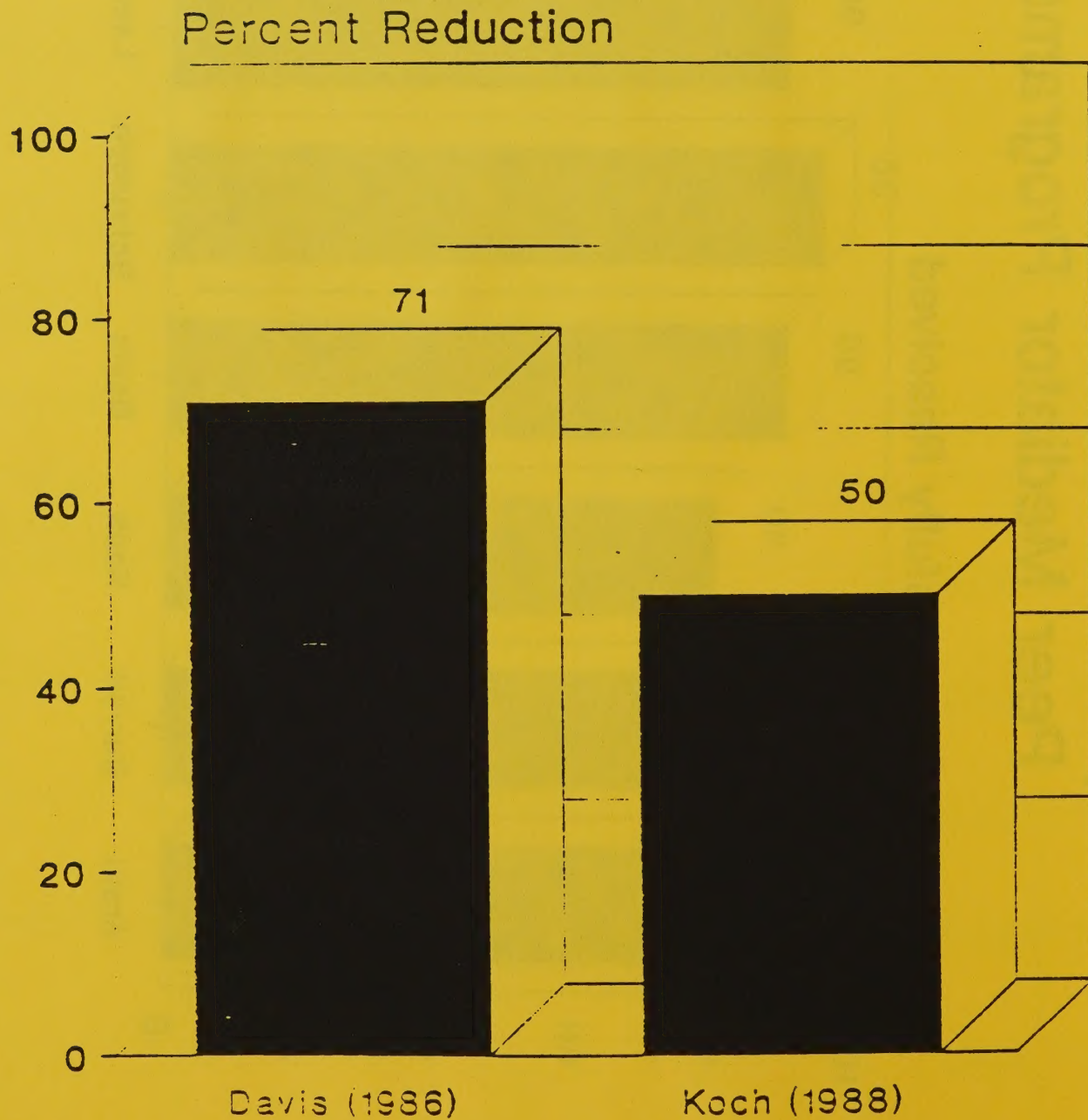
Date	Day	Morning	Afternoon	Suspensions/ Therapeutic Withdrawals
	Monday			
	Tuesday			
	Wednesday			
	Thursday			
	Friday			

Notes and Observations (do not name specific individuals):

Disputes Resolved Successfully Peer Mediator Programs

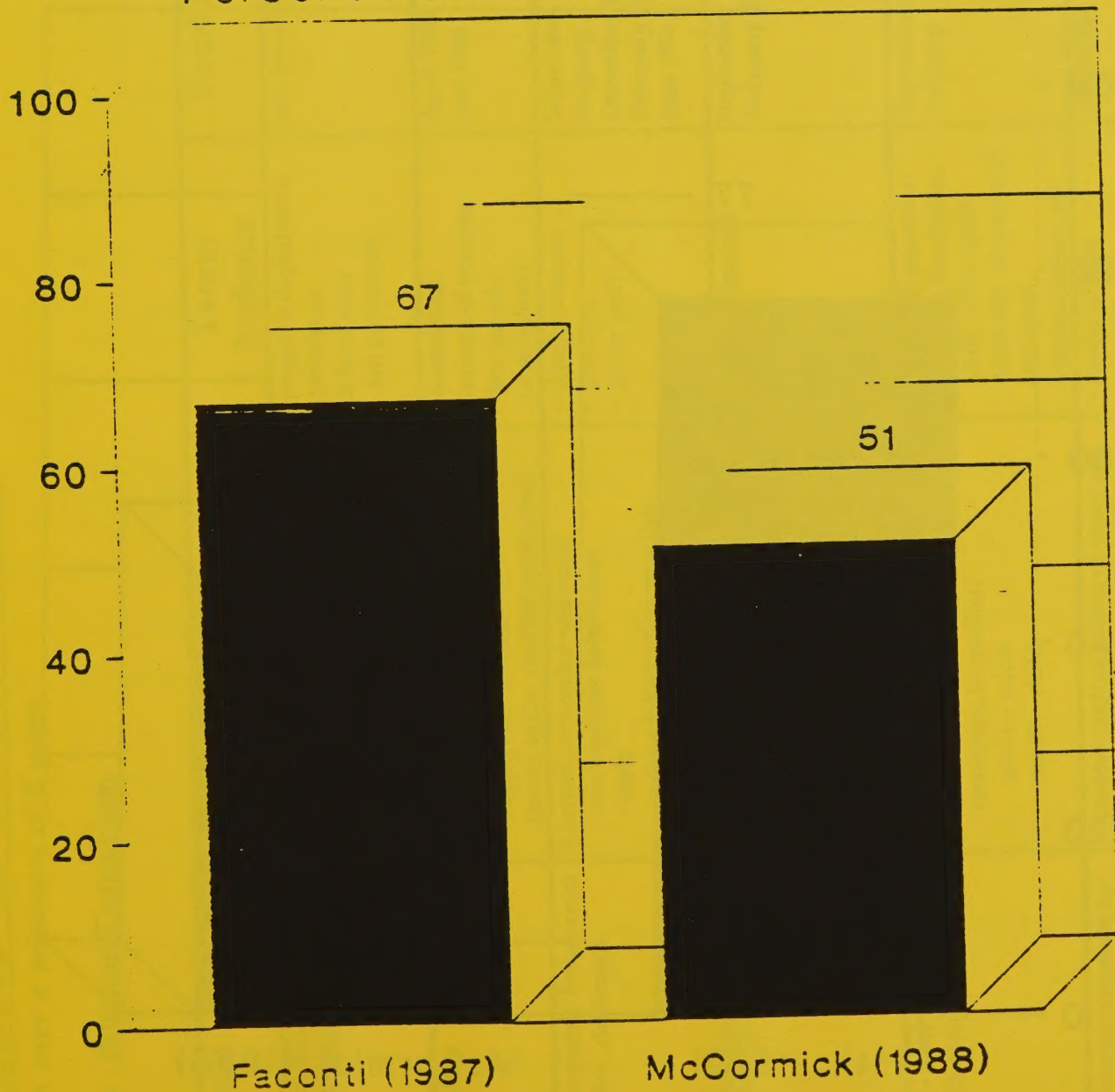


Reduction in Fight Suspensions: Peer Mediator Programs



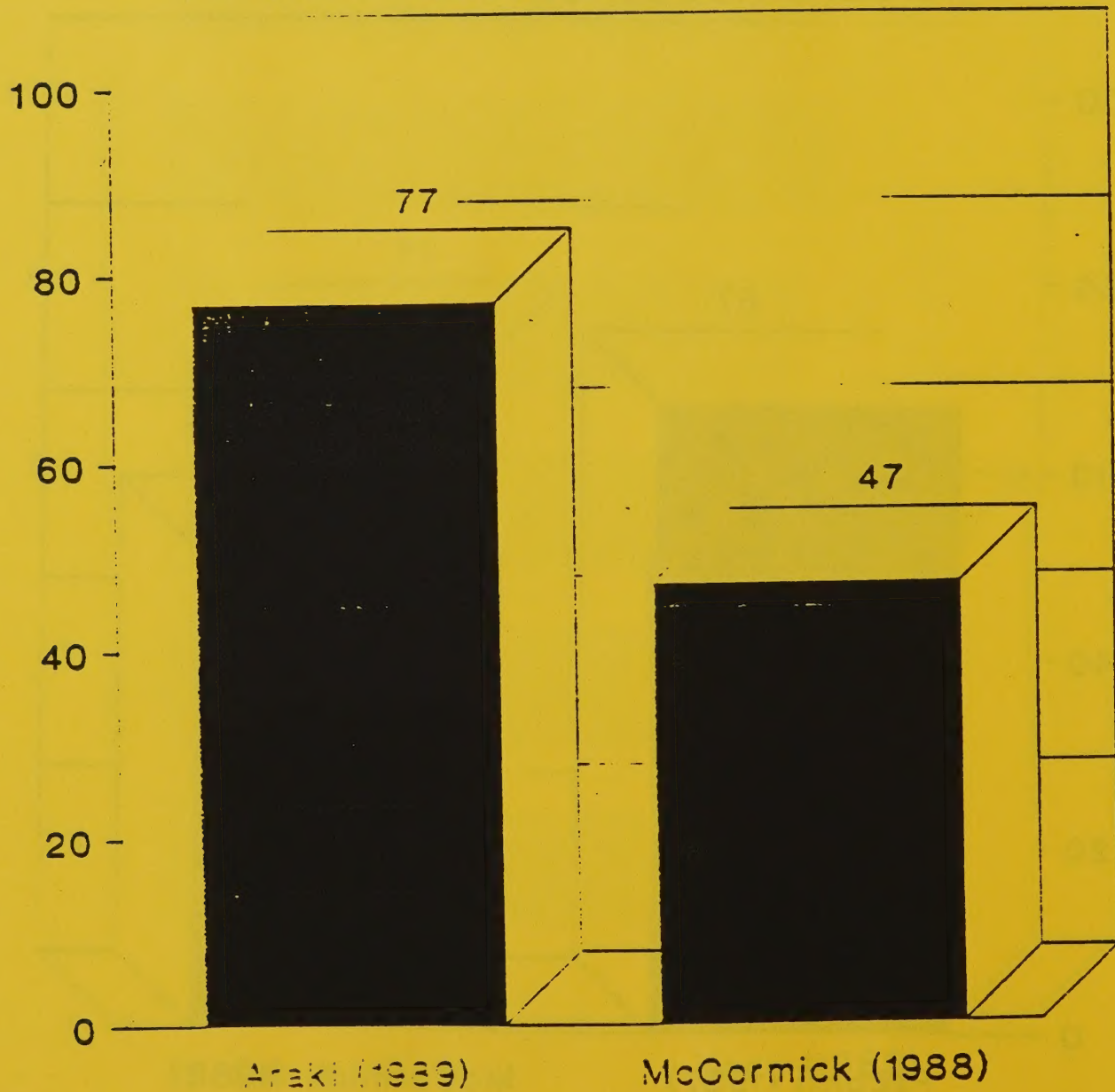
Reduction in Conflict: Peer Mediator Programs

Percent Reduction



Reduction in Fights: Peer Mediator Programs

Percent Reduction



Safe Schools In-Service Plan

Implementation over a minimum of 3 years

SubCommittee - Program/Curriculum

Topic	Outcome	Target Audience	Timeline	Budget Required
Awareness - Safe Schools Policy Program/Curriculum portion	• knowledge of policy recommendations • begin preparation implementation	• program department • principals • school staff (all personnel)	Jan. -June 1995	Display Materials of recommended programs (augment what is available) \$525
Preparation Training	• trained personnel available to provide assistance, training & support for schools (social skills, conflict resolution)	• consultants • interested persons • key people (one/school)	April 1995 - June 1996	Material Resources & Supplies - \$600 Teacher Coverage \$20,000 (1/school-2 days)
Tracking of Unacceptable Behaviours (at the school, office, classroom level)	• school personnel will track unacceptable behaviours - daily - collate information monthly - review after 3, 6, &10 months	• administrators • teachers • office staff	September 1995 on-going December 1995 February 1996 June 1996	Printing of Forms for tracking Sample included (Appendix P/C - I) Printing cost absorbed at the school level.
On-going Support for School Implementation	• schools will have planned and implemented recommendations	• school personnel	September 1995 - February 1996	Material Resources for school implementation. Resources-one R.S.V.P. Guide per school \$2700. Other costs are the responsibility of schools.
School Personnel - inservice for mediation/conflict resolution skills	• school personnel will model non-violent (verbal & physical) resolution to conflict. adult -- adult adult -- child	• all school personnel including lunchroom staff, office staff, teachers, educational assistants, administrators, etc.	September, 1995 on-going	Print materials & Supplies for Inservice \$500
Parent Groups - recommendations for program/curriculum in the Safe Schools Policy	• parents understanding of programs and curriculum including behaviour expectations	• parent groups	1995-1996	Print materials See Communications Report

Safe Schools Budget/ Program

Resources

Peaceworks

Creative Conflict Solving for Kids: Grades 5-9	\$ 50.00
Fighting Fair: Dr. Martin Luther King Jr. for Kids	\$ 125.00

Second Step

Preschool - Kindergarten Kit	\$ 350.00
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<u>R.S.V.P. Guides</u> (one per school)	\$ 2700.00
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****Prices do not include taxes or shipping/handling.

Preparation Training (150-200 participants)

Print Materials for participants (trainers package)	\$ 300.00
Workshop supplies (includes coffee/juice)	\$ 300.00
Teacher Coverage (1 per school - 2 days)	\$20,000.00

School Personnel

(in-service for mediation/conflict resolution for all school personnel)

Print Materials for participants	\$ 300.00
Workshop supplies	\$ 200.00

TOTAL BUDGET \$24,325.00

DATE: January 9, 1995

TO: Chairman and Members
Operations and Finance Committee

FROM: Safe Schools Steering Committee

RE: Report from Expulsion Subcommittee

REPORT: Information/Decision

BACKGROUND:

Historically the Education Act has always allowed a school board to expel a student from its schools on the grounds that: "the pupil's conduct is so refractory that the pupil's presence is injurious to other pupils or persons." In the past, this authority was exercised rarely. In response to the societal concern for the frequency and nature of violent incidents, the Ministry of Education and Training released its *Violence-Free Schools Policy* in June, 1994. As Boards of Education join with the Ministry and the community in preventing and responding to incidents of violence, it is anticipated that they will find it necessary to exercise the act of expulsion more frequently. While expulsion is viewed as an extreme measure, the Ministry believes that, given the reality of today's social climate, such a sanction is necessary to respond to behaviours which threaten a safe learning and working environment.

It should be noted that the Board of Trustees holds a critical role in any expulsion process.

Therefore it is necessary to articulate a clear policy statement which describes the Board's position with respect to Zero Tolerance for violence. A set of procedures must be created to support the policy.

ISSUE:

- To share information with Trustees regarding the expulsion of students.
- To seek approval by the Trustees of the Statement of Zero Tolerance of Violence, the Expulsion Policy Statement and the Expulsion Procedures.

RECOMMENDATIONS:

1. That the Statement of Zero Tolerance of Violence be approved. (Appendix E/A)
2. That the Expulsion Policy Statement be approved. (Appendix E/F—1.0)
3. That the Expulsion Procedures be approved. (Appendix E/F—3.0)

RATIONALE:

1. *The Violence-Free Schools Policy* requires Boards to provide a clear statement to the system and to the community with respect to its commitment to maintain a safe learning and working environment.
2. The Expulsion Policy Statement provides the foundation upon which the Expulsion Procedures are established. The policy is framed to be consistent with and in support of the Board's Discipline Policy, the Assault in the School Environment Policy and the Statement of Zero Tolerance of Violence. It commits to a safe learning and working environment.
3. The Expulsion Procedures delineate the legal authority that enables a Board to proceed through the expulsion process. These procedures systematically outline the required steps in a process of expulsion. They identify specific behaviours for which it is appropriate to consider a recommendation for expulsion. Sample forms, letters, checklists and other resources are included to support the process.

APPENDICES:

- E/A: Statement of Zero Tolerance of Violence
- E/B: Violent Incident Reporting Form
- E/C: Expulsion Process chart
- E/D: Excerpts from Canadian Charter of Rights (Constitution Act-1982) Sections 7-12
- E/E: Excerpts from Young Offenders Act Section 56(2), Sub-section 38(1)
- E/F: Operating Procedure: Expulsion of Pupils
 - (i) Sample Letter: Notification of Expulsion Process
 - (ii) Sample Letter: Notification of Modification of Suspension
 - (iii) Sample In-camera Motion: Modification of Suspension
 - (iv) Sample Letter: Confirmation of Modification of Suspension
 - (v) Sample Letter: Confirmation of Expulsion
 - (vi) Sample Letter: Expulsion Not Confirmed
 - (vii) Principal's Checklist: Expulsion
 - (viii) Superintendent's Checklist: Expulsion
 - (ix) Confidential Memo to Principals re: Expelled Pupil
- E/G: Board Room Arrangement for Expulsion Hearing
- E/H: A Hearing: Some General Principles Regarding Expulsion Hearings
- E/I: Acknowledgements.

STATEMENT OF ZERO TOLERANCE OF VIOLENCE

It is the policy of the Board of Education for the City of Hamilton to respond with ZERO TOLERANCE to all known acts of violence or any behaviour that has the potential to result in violence. The Board is committed to fostering a safe and secure learning/working environment. This environment will be achieved through proactive prevention and intervention strategies within each school where all students and staff understand, value and respect the diversity of others and the importance of self-worth.

Clear and consistent disciplinary action will be applied in response to the following acts of violence:

- threats of serious physical injury;
- assaults causing bodily harm;
- sexual assault;
- hate-motivated violence;
- robbery and extortion;
- the possession and/or use of weapons;
- extensive vandalism.

Depending on the nature and severity of the incident and the age of the student, one or more of the following consequences may be employed:

- contact of the parent(s)/guardian;
- contact of the police;
- suspension of the student;
- completion of a Violence Incident Form for inclusion in the OSR;
- alternative learning placement for the student;
- recommendation for expulsion.

Every reasonable effort will be made by the Board to protect the rights of individual students and staff to learn and work in a safe environment.

Page 12

STATEMENT OF ZERO TOLERANCE POLICY

It is the policy of the Board of Education to ensure that all students in the district are safe and secure. The Board is committed to a zero tolerance policy for any act of violence, harassment, or discrimination. This policy is intended to protect the physical and emotional well-being of all students and to ensure that the district is a safe and secure environment for all students.

Other and additional disciplinary actions will be applied in response to the following acts of violence:

- The use of weapons, physical assault
- Sexual harassment, sexual assault
- Stalking
- Threats of violence
- Cyberstalking
- The possession, use, or sale of weapons
- Intimidation

Disciplinary action on the safety and security of the district and the safety of the students, one or more of the following consequences may be appropriate:

- removal from the district
- removal from the school
- suspension from school
- completion of a Violence Incident Form for incident in the district
- alternative learning placement for the student
- recommendation for expulsion

Every reasonable effort will be made by the district to ensure the safety of all students and staff in their work in a safe environment.

BOARD OF EDUCATION FOR THE CITY OF HAMILTON

VIOLENT INCIDENT FORM (FOR OP ____)

Name of Student:

Date Of Birth:

CATEGORY OF INCIDENT

(students 12 and over)

- ☐ possession of weapons
- ☐ threats of serious physical injury
- ☐ assaults causing serious bodily harm
- ☐ sexual assaults
- ☐ robbery and extortion
- ☐ hate motivated violence
- ☐ extensive vandalism

This section should be a brief, factual summary of the principle events during the incident. It should include:

- * the EVENTS of the incident
- * the appropriate LANGUAGE ("physical assault", "threatening", "touching", etc.)
- * the TIME, DATE, and LOCATION should be indicated
- * the NUMBER of student, staff, or other witnesses present and/or interviewed should be included.
- * the OBSERVABLE INJURY/DAMAGE caused
- * the precautions to ensure the STUDENT'S RIGHTS were protected during the interview by school personnel and subsequent police involvement.
- * the NAME of the parent (or parent substitute) selected by the student during the school or police interview.
- * the TIMELINES involved including notification of police, and parents, or attempts to notify the parent/guardian..

B. Police Contact

1. Date of contact

2. Police investigation at school

yes ☐ no ☐ Date _____

3. Name of investigating officer(s):

C. School/Board Response

- 1. ☐ Suspension
- 2. ☐ Expulsion Recommended
- 3. ☐ Expulsion
- 4. ☐ Other

Date of inclusion in OSR

Principal's/designate's signature

This information is required by the Ontario Ministry of Education and Training for inclusion in the Ontario Student Record. It is privileged for the information and use of supervisory officers and the principal and teachers of the school.

EXPULSION PROCESS

Step 1

Following student suspension, principal determines that expulsion should be recommended and contacts Supervisory Officer. Principal and Supervisory Officer review data, confer with Director, and agree to recommend expulsion

Step 2

Parent/student notified in writing of expulsion recommendation and right to make representation at an in-camera hearing conducted by the Board (ED.ACT 23(3) R.S.O. 1990, E.2)

*** Student to remain under suspension
until resolution of expulsion process.
Modification of suspensions to be approved by Board.**

Step 3

Expulsion Committee hearing is conducted. After reviewing the evidence, the Board decides to expel or not to expel. (ED.ACT 23(4) R.S.O. 1990 E.2)

⇒ **Expulsion Recommendation Confirmed:**

Parent/Student may exercise right to appeal expulsion through Court process of Judicial Review.

⇒ **Expulsion Recommendation Not Confirmed:**

Supervisory Officer and Principal work with student/parent to plan re-entry back into the system.

Step 4

Parent/Student may request readmission by Board. ED.ACT 23(5) R.S.O. 1990, E.2 by accessing Board Agenda in accordance with Board Rules and Regulations.

EXPULSION PROCESS

Following receipt of report of physical examination, the physician should be requested to complete a Summary of Findings and Recommendations. This report should be submitted to the Board of Directors and signed by the physician.

Step 1

Physician's report will be reviewed by the Board of Directors and a decision will be made as to whether the physician's report is acceptable. If not acceptable, the physician will be requested to revise the report.

Step 2

Modification of a physician's report, as approved by the Board, will result in a revised report. The physician will be requested to submit the revised report to the Board of Directors.

Expulsion Committee meeting is conducted. After reviewing the physician's report, the Board of Directors will make a decision as to whether the physician's report is acceptable. If not acceptable, the physician will be requested to revise the report.

Step 3

Expulsion Committee meeting is conducted. After reviewing the physician's report, the Board of Directors will make a decision as to whether the physician's report is acceptable. If not acceptable, the physician will be requested to revise the report.

Expulsion Committee meeting is conducted. After reviewing the physician's report, the Board of Directors will make a decision as to whether the physician's report is acceptable. If not acceptable, the physician will be requested to revise the report.

Step 4

Physician's report will be reviewed by the Board of Directors and a decision will be made as to whether the physician's report is acceptable. If not acceptable, the physician will be requested to revise the report.

**CANADIAN CHARTER OF RIGHTS AND FREEDOMS
(CONSTITUTION ACT, 1982)**

- Section 7 Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.
- Section 8 Everyone has the right to be secure against unreasonable search or seizure.
- Section 9 Everyone has the right not be arbitrarily detained or imprisoned.
- Section 10 Everyone has the right on arrest or detention:
- a) to be informed promptly of the reasons therefor;
 - b) to retain and instruct Counsel without delay and to be informed of that right; and
 - c) to have the validity of the detention determined by way of *habeas corpus* and to be released if the detention is not lawful.
- Section 11 Any person charged with an offense has the right:
- a) to be informed without unreasonable delay of the specific offense;
 - b) to be tried within a reasonable time;
 - c) not to be compelled to be a witness in proceedings against that person in respect of the offense;
 - d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal;
 - e) not be denied reasonable bail without just cause;
 - f) except in the case of an offence under military law tried before a military tribunal, to the benefit of trial by jury where the maximum punishment for the offence is imprisonment for five years or a more severe punishment;
 - g) not to be found guilty on account of any act or omission unless, at the time of the act or omission, it constituted an offence under Canadian or international law or was criminal according to the general principles of law recognized by the community of nations;
 - h) if finally acquitted of the offence, not to be tried for it again and, if finally found guilty and punishment for the offence, not to be tried or punished for it again; and
 - i) if found guilty of the offence and if the punishment for the offence has been varied between the time of commission and the time of sentencing, to the benefit of the lesser punishment.
- Section 12 Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

Article 12

1. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

2. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

3. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

4. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

5. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

6. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

7. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

8. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

9. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

10. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

11. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

12. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

13. The Committee shall have the right to visit the places of detention and to interview the persons detained there.

YOUNG OFFENDERS ACT (R.S.C.1985, c Y-1)

1. ADMISSIBILITY OF STATEMENTS

Section 56 of the Young Offenders Act deals with the admissibility of statements made by young persons to the police. It sets out the procedures that the police must follow in obtaining the statements and the rules that must be followed in order for a statement to be considered admissible in court.

Subsection 56(2) is reproduced in its entirety:

No oral or written statement given by a young person to a peace officer or other person who is, in law, a person in authority is admissible against the young person unless:

- a) the statement was voluntary;
- b) the person to whom the statement was given has, before the statement was made, clearly explained to the young person, in language appropriate to his age and understanding, that:
 - i) the young person is under no obligation to give a statement;
 - ii) any statement given by him may be used as evidence in proceedings against him
 - iii) the young person has the right to consult another person in accordance with paragraph (c); and
 - iv) any statement made by the young person is required to be made in the presence of the person consulted, unless the young person desires otherwise;
- c) the young person has, before the statement was made, been given a reasonable opportunity to consult with Counsel or a parent, or in the absence of a parent, an adult relative, or in the absence of a parent and an adult relative, any other appropriate adult chosen by the young person; and
- d) where the young person consults any person pursuant to paragraph (c), the young person has been given a reasonable opportunity to make the statement in the presence of that person.

It is important to note that the young person must be advised of his or her rights in a manner that enables him or her to understand them. It will be the responsibility of the police to advise the student of his or her rights. Also, the young person may consult with legal Counsel or a parent or other appropriate adult. In some cases, the young person may prefer to have a teacher or a principal present when making a statement.

2. IDENTITY NOT TO BE PUBLISHED

Subsection 38(1) which relates to the non-publication of the identify of a young person, is reproduced in full:

Subject to this section, no person shall publish by any means any report:

- a) of an offence committed or alleged to have been committed by a young person, unless an order has been made under section 16 with respect thereto (section 16 deals with transfer to adult court); or
- b) of a hearing, adjudication, disposition or appeal concerning a young person who committed or is alleged to have committed an offence in which the name of the young person, a child or a young person who is a victim of the offence or a child or a young person who appeared as a witness in connection with the offence, or in which any information serving to identify such young person or child, is disclosed.

The interpretation of "publish" and "report" under subsection 38(1) was addressed in two cases. In the first, *Re Peel Board of Education and B* (1987) 59 O.R. (2d) 654, the court held that an expulsion hearing under section 23 (formerly section 22) of the Education Act constitutes both publication and a report.

However, the as-yet-unreported court decision *F. G. and J. M. v The Scarborough Board of Education* has overturned *Re Peel* and ruled that the word "publish" does not refer to an expulsion hearing under the Education Act, which may be held *in camera*. Therefore, based on this decision, it appears that school boards may hold expulsion hearings even if criminal charges arising from the incident are pending under the Young Offenders Act. Boards should consult with their legal Counsel regarding sub-section 38(1) of the Young Offenders Act to ensure that they do not inadvertently violate it in the course of preparing for or holding an expulsion hearing.

It should also be noted the subsection 23(2) of the Young Offenders Act, which relates to probation orders, and subsection 26.2(3), which pertains to conditions for conditional supervision, may include a requirement that the young person attend school. Clause 35(1)(b), which deals with temporary release from custody, permits a young person to be released to attend school. Two other sections of the Young Offenders Act that may be of interest are section 36, which relates to the effect of an absolute discharge or the termination of the disposition, and section 44.1, which relates to access to court records.

The Board of Education for the City of Hamilton	December, 1994 OP-
Operating Procedure	TOPIC: EXPULSION OF PUPILS

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1.0 EXPULSION POLICY STATEMENT

The Hamilton Board of Education is prepared to exercise its authority to expel students as necessary in order to ensure this safe learning and working environment. The Board of Education for the City of Hamilton is committed to a safe learning and working environment. Such an environment protects the safety and self-esteem of each person and promotes mutual respect of one person for another.

The Expulsion Policy and Procedures define unacceptable behaviour and provide a systematic method of response. Fair, firm, and consistent application of the policy is expected. The case of every student referred for expulsion will be thoroughly investigated and decisions will be based on the individual circumstances of the case. The intent of the policy is to protect and balance the rights of all people in the education system.

Expulsion may be the result of a single serious occurrence or a series of occurrences.

A student who is expelled will be directed to both therapeutic support and alternate forms of education to allow the student to pursue a new direction in his/her life.

2.0 AUTHORITY

2.1 THE EDUCATION ACT

(2.1.1) 23(3) EXPULSION OF PUPIL

A board may expel a pupil from its schools on the grounds that the pupil's conduct is so refractory that the pupil's presence is injurious to other pupils or persons, if,

- (a) the principal and the appropriate supervisory officer so recommend
- (b) the pupil and the pupil's parent or guardian have been notified in writing of,
 - (i) the recommendation of the principal and the supervisory officer, and
 - (ii) The right of the pupil where the pupil is an adult and otherwise of the pupil's parent or guardian to make representations at a hearing to be conducted by the board;
- (c) the teacher or teachers of the pupil have been notified; and
- (d) such hearing has been conducted.

(2.1.2) 23(4) PARTIES TO EXPULSION HEARING

The parties to a hearing under this section shall be the parent or guardian of the pupil or the pupil, where the pupil is an adult, the principal of the school that the pupil attends and, in the case of an expulsion, the appropriate supervisory officer.

(2.1.3) 23(5) RE-ADMISSION OF AN EXPELLED PUPIL

A board may at its discretion re-admit to school a pupil who has been expelled.

(2.1.4) 23(6) COMMITTEE TO PERFORM BOARD FUNCTIONS

The board, by resolution, may direct that the powers and duties of the board under subsections (2) to (5) shall be exercised and performed by a committee of at least three members of the board named in the resolution or designated from time to time in accordance with the resolution.

(2.1.5) 264(1e) DUTIES OF TEACHER/DISCIPLINE

It is the duty of a teacher and a temporary teacher, (e) discipline - to maintain, under the direction of the principal, proper order and discipline in the teacher's classroom and while on duty in the school and on the school ground;

(2.1.6) 265 DUTIES OF PRINCIPAL

It is the duty of a principal of a school, in addition to the principal's duties as a teacher,

(a) discipline - to maintain proper order and discipline in the school;

(d) pupil record - in accordance with this Act, the regulations and the guidelines issued by the Minister, to collect information for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record;

(i) reports - to furnish to the Minister and to the appropriate supervisory officer any information that it may be in the principal's power to give respecting the...discipline of the school, and to prepare such reports for the board as are required by the board;

(m) access to school or class - subject to an appeal to the board, to refuse to admit to the school or classroom a person whose presence in the school or classroom would in the principal's judgment be detrimental to the physical or mental well-being of the pupils;

(2.1.7) 266(13) PUPIL RECORDS - USE OF RECORD IN DISCIPLINARY CASES

Nothing in this section prevents the use of a record in respect of a pupil by the principal of the school attended by the pupil or the board that operates the school for the purposes of a disciplinary proceeding instituted by the principal in respect of conduct for which the pupil is responsible to the principal.

2.2 ONTARIO REGULATION 298 (SECTION 23) REQUIREMENTS FOR PUPILS

(2.2.1) clause 23(1)(b) exercise self discipline;

(2.2.2) clause 23(1)(c) accept such discipline as would be exercised by a kind, firm, and judicious parent;

(2.2.3) clause 23(1)(e) be courteous to fellow pupils and obedient and courteous to teachers;

(2.2.4) clause 23(1)(h) show respect for school property;

(2.2.5) clause 23(4) every pupil is responsible for his or her conduct to the principal of the school that the pupil attends:

(a) on the school premises;

(b) on out-of-school activities that are a part of the school program; and

(c) while traveling on a school bus that is owned by a board or on a bus or school bus that is under contract to a board.

2.3 BOARD POLICY

(a) Discipline Policy (1986)

(b) Assault in a School Environment Policy (1992)

(c) Drug Education Policy (1991)

(d) Expulsion Policy Statement (May 1994) – see (1.0)

(e) Safe Schools: A Safe Place to Learn and Work (January 1995)

(f) Statement of Zero Tolerance of Violence (January 1995)

3.0 PROCEDURE

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3.1 ASSESSMENT PHASE

When Board personnel are deciding on whether to initiate expulsion procedures, the following factors should be examined:

- possession and/or use of a restricted or prohibited weapon or any object used as a weapon with the intent to do physical harm
- threats of serious physical harm
- physical assaults causing serious bodily harm
- sexual assault
- robbery and extortion
- any hate motivated violence
- vandalism causing extensive damage to school property or property located on school premises
- distribution of illicit or licit drugs - second offense
- all the facts, circumstances, and individuals involved
- the degree of harm caused to the victim and/or school community
- the age of the individuals involved
- the decision regarding when and how to involve other appropriate parties
- consistency with procedures for recording and reporting incidents
- the underlying causes for incidents
- the repeated occurrence of incidents
- the location of the incident(s) and its effects on the students and/or school environment
- the support to the victim(s), witnesses, and the school community

3.2 INITIAL PREPARATIONS

(3.2.1) Principals who are dealing with a situation that may lead to a recommendation for expulsion must consult with the appropriate Superintendent of Schools.

(3.2.2) The student should be suspended for 20 days as a preliminary step.

(3.2.3) If a decision to recommend expulsion is made, the Principal and Superintendent of Schools must make a joint recommendation to the Board and forward it to the Director, the student, the student's OSR, the teacher(s) of the student, the parent/guardian of the student (see Appendix 4.1).

(3.2.4) The Director will inform the ward Trustees that a recommendation for expulsion has been made, but it would NOT be appropriate to discuss any of the details of the case prior to the Expulsion Hearing.

(3.2.5) Once a recommendation for expulsion is made, the Principal and Superintendent of Schools should not discuss the case further with others, including the student, the parents, or a Trustee. To do so may jeopardize the holding of a fair hearing by creating what in legal terms is known as a "reasonable apprehension of bias". Any inquiries should be directed to the appropriate Superintendent of Schools.

(3.2.6) Any staff who receive a direct inquiry from the media or the general public with respect to the expulsion must not comment on the incident and must refer the person to the appropriate Superintendent of Schools.

(3.2.7) If possible, the Superintendent of Schools will arrange the date of the expulsion hearing within the 20 day suspension period. If this does not appear to be possible, the student and family will be notified by registered letter, by the Secretary of the Board that the suspension will be modified (see Appendix 4.2). A motion will be presented to the Board of Trustees to modify the suspension (see Appendix 4.3). The student and family will be informed by registered letter, by the Secretary of the Board, of the Trustees' decision (see Appendix 4.4).

No formal home instruction shall be provided to the student during either the suspension period or the extension of the suspension. However, if requested, work may be provided for the student to do at home up until the time of the expulsion hearing at the discretion of the principal. The student is not allowed on school property to pick up such work.

3.3 THE EXPULSION HEARING

(3.3.1) The Board, at its expense, will provide Counsel for the Principal and Superintendent of Schools, both in preparation for the hearing and at the hearing. If the parents and student choose not to be represented by Counsel at the hearing, the Principal and Superintendent may also appear at the hearing without Counsel. The Principal and Superintendent of Schools should only communicate with the parents' Counsel through their Counsel provided by the Board.

(3.3.2) The Counsel for the student shall have access to the student's OSR, with the written consent of the parent or the written consent of the adult student. On receipt of such a request, with consent, the Principal shall photocopy the entire OSR and make it available to the parent or the student's Counsel. The OSR may not be surrendered.

(3.3.3) Generally, witnesses do not appear at an expulsion hearing. The defense Counsel can insist on meeting with them. Arrangements are made through the Board's Counsel. During an interview, the parent of the witness, or an adult designate must be present. Interviews are conducted in the presence of Board Counsel. The purpose of such a meeting is to clarify and agree upon facts.

(3.3.4) If the defense lawyer insists that witnesses be present, the Board must have a duly qualified court recorder. Witnesses can be called by the Principal & Superintendent or Counsel and by the student, parent or Counsel.

(3.3.5) The hearing is held "in-camera" and is chaired by the Chairman of the Board. Trustees must be present for the commencement of the hearing and may not leave the hearing. Breaks may be called at the discretion of the Chair.

(3.3.6) The meeting shall be structured as follows:

- a) introduction of all present;
- b) if the parent and suspended student do not have a defense Counsel, they can conduct their own proceedings;
- c) a reading of the expulsion notice and statement by the Superintendent of Schools;
- d) presentation by suspended student, parent or Counsel;
- e) presentation by the Principal, Superintendent or Counsel;
- f) Trustees' questions;
- g) after all evidence is presented, the Director (Secretary of the Board) and all presenting parties and their Counsel leave the hearing room while the Trustees consider the information and reach a decision.
- h) if Trustees require clarification, all parties must be called back into the room.
- i) the decision of the Trustees will be communicated to the student and parent by registered mail, by the Secretary of the Board (see Appendix 4.5/4.6);

(3.3.7) The Chair of the Board shall announce the outcome of the Expulsion Hearing. All other parties to the hearing must decline comment on the outcome.

3.4 THE EXPELLED STUDENT

(3.4.1) ONTARIO STUDENT RECORD CARD (OSR)

The following information will be included in the OSR:

- a Violent Incident Reporting Form
- a copy of the letter to the student and/or parent or guardian(s) regarding the expulsion.

The information relating to expulsion shall be removed five years after the date on which the student was expelled. Where an expelled student has been re-admitted to school by a school board, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any further expulsions.

If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to the expulsion, will remain in the OSR unless removed under the guidelines in the previous paragraph. The transfer will occur in accordance with section 6 of the guideline Ontario Student Record (OSR), 1989.

(3.4.2) RE-ENTRY FROM EXPULSION

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(a) Hamilton Board of Education Students:

- (i) Expulsions are forever, and no time limit may be attached to the expulsion recommendation.
- (ii) The parent and student may decide to make application to the Director and Secretary of the Board for re-admission. Such request will be reviewed and evaluated by Senior Management in light of the Board's criteria for re-admission (see 3.4.2.a(iii)). If an appropriate application is received, a date will be set for an "in-camera" hearing before the Board of Trustees. This is a similar but shorter process to section 3.3.6. The student's presentation must address the established re-admission criteria (see 3.4.2.a(iii)).
- (iii) Re-admission Criteria
 - a period of no less than 6 months has elapsed from the date of expulsion
 - express appropriate remorse for the action(s) that led to expulsion
 - has participated in some form of therapeutic intervention
 - if employed has had a good work record
 - has continued their education
 - willingness to sign a Declaration of Performance
- (iv) If the Board of Trustees decides to readmit an expelled student, a Declaration of Performance contract will be constructed and signed by the Superintendent, the Principal of the school that the student will attend, and the student (and family if a minor). The student would not return to the school where the incident leading to the expulsion occurred.
- (v) If the contract is breached, sanctions under the Discipline Policy will be considered.

(b) Student from Other Boards:

- (i) When a secondary student from another board attempts to register in a Hamilton school, the student should be asked to complete and sign a registration form containing the following:
 - Are you currently an expelled student?
Yes ☐ No ☐
 - Are you currently under suspension and being recommended for expulsion?
Yes ☐ No ☐
 - Have you ever been expelled by a school board?
Yes ☐ No ☐

Signature of Student (Parent)_____
Date

* All admissions from outside jurisdictions are considered conditional pending receipt and review of student records from the previous board. **STUDENTS MAY NOT BEGIN ATTENDANCE UNTIL RECORDS ARE RECEIVED AND REVIEWED.**

* Students under expulsion from another jurisdiction or for whom an expulsion hearing is pending cannot be considered to have the same status in our board. Under these circumstances it is incumbent upon the student/parent to prove an entitlement to enrol in our jurisdiction. In such cases, the Superintendent of Schools and the Manager, Special Projects, Audit and Assessment must be involved in any admission process.

3.5. DEALING WITH THE AFTERMATH OF AN INCIDENT (SEE APPROPRIATE SECTION OF THE ASSAULT IN A SCHOOL ENVIRONMENT POLICY)

School Boards, with the assistance of the community, will develop short and long term strategies to follow up on violent occurrences and expulsions. These strategies will deal with the provision of programs and services designed to:

- promote the security and healing of the victims;
- plan carefully the reentry and rehabilitation of the perpetrators, involving links with youth services;
- support the on-going education of the perpetrator (unless expelled);
- support the well-being and security of witnesses and the broader school community (e.g.: by ensuring confidentiality);
- address the underlying problems that may have contributed to the violent incident;
- facilitate the ongoing involvement of local social agencies and the community to address the issues that may have contributed to the incident.

3.6 REPORT TO THE MINISTRY OF EDUCATION & TRAINING

Boards will commence collecting information on incidents resulting in suspension or expulsion for violent behaviour, and those reported to the police, in September 1994.

4.0 APPENDICES

- (4.1) Sample Letter: Notification of Expulsion Process
- (4.2) Sample Letter: Notification of Modification of Suspension
- (4.3) Sample In-Camera Motion: Modification of Suspension
- (4.4) Sample Letter: Confirmation of Modification of Suspension
- (4.5) Sample Letter: Confirmation of Expulsion
- (4.6) Sample Letter: Expulsion Not Confirmed
- (4.7) Principal's Checklist: Expulsion
- (4.8) Superintendent's Checklist: Expulsion
- (4.9) Confidential memo to Principals re: Expelled Student

5.0 ACKNOWLEDGEMENTS

5.1 Board of Education

- Carleton Board of Education
- East York Board of Education
- Hamilton-Wentworth Roman Catholic Separate School Board
- Ontario Safe Schools Report (2 binders)
- Peel Board of Education
- Scarborough Board of Education

5.2 Expulsion Subcommittee

- Bert Allen, Chairman, The Board of Education for the City of Hamilton
- Phyllis Allen, Parent, C. B. Stirling Home & School Association
- Jack Niewland, OPSTF Representative (Past Chair)
- Murray Quinn, Superintendent of Schools, Lower City
(Chair: Safe Schools System Steering Committee)
- Bryan Schofield, Supervisor, Adjustment Services (Present Chair)
- Oscar Parent, Teacher, G. P. Vanier Secondary School

5.3 Format

- Dorothy Anderson, Secretary, Adjustment Services
- Irene Drozd, Secretary, Superintendent of Schools, Lower City

5.4 Legal Consultation

- Keel-Cottrelle, Barristers & Solicitors
36 Toronto Street, Suite 920, Toronto, Ontario, M5C 2C5

SAMPLE LETTER (on Board Letterhead
sent via Registered Mail)

(DATE)

CONFIDENTIAL(Name of parent/guardian/adult student)
(Address)

Dear

RE: Recommendation for Expulsion of (NAME)

A recommendation under Section 23(.3) of the Education Act, R.S.O. 1990, c.E.2 will be made to the Board of Education for the City of Hamilton on (DATE) at Board Room, Education Centre, 100 Main Street West, to expel (NAME) from the schools of the Board of Education for the City of Hamilton.

The recommendation for expulsion is being made under the authority of Section 23(.3) of the Education Act, R.S.O. 1990, c.E.2. Section 23(.3) provides that a Board may expel a pupil from its schools on the ground that the pupil's conduct is so refractory that the pupil's presence is injurious to other pupils, or persons where,

- a) the principal and the appropriate supervisory officer so recommend;
- b) the pupil and the pupil's parent or guardian have been notified in writing of:
 - (i) the recommendation of the principal and the supervisory officer, and
 - (ii) the right of the pupil where the pupil is an adult and otherwise of the pupil's parent or guardian to make representations at a hearing to be conducted by the board;
- c) the teacher or teachers of the pupil have been notified; and
- d) such hearing has been conducted.

The recommendation for expulsion results from (brief description of student's action).

You, as the parents, the student and/or Counsel are entitled to attend the meeting of the Board of Education for the City of Hamilton on (DATE) and to make submissions with respect to the recommendation for expulsion. If you wish to attend and/or wish to determine the procedure to be followed, please contact (NAME), Superintendent of Schools, at 527-5092. Should you choose not to attend, please be advised that the Board will proceed to consider the recommendation in your absence.

Sincerely,

(NAME)
Principal(NAME)
Supervisory Officer

cc: Director/Secretary of the Board
Parent/Guardian of Adult Student
Teacher(s) of student
Student's OSR
Student

**SAMPLE LETTER (on Board Letterhead
sent via Registered Mail)**

NOTIFICATION OF MODIFICATION OF SUSPENSION

(date)

(Name of parent/guardian/adult student)
(Address)

Dear (parent/guardian/adult student):

Please be advised that at an in-camera session of the Hamilton Board of Education to be held in the Board Room on (date), a motion to consider the modification of the current suspension of (student) will be heard. The meeting will begin at (time).

You do have the right to be present at this meeting; however, if you choose not to attend, the meeting will proceed in your absence.

Sincerely,

(Name)
Superintendent of Schools

AGENDA

SPECIAL IN-CAMERA MEETING
OF THE OPERATIONS AND FINANCE COMMITTEE

GENERAL

NEW BUSINESS:

1. Modification of a Suspension of a Pupil

Page 1

Whereas (name) is the subject of a pending expulsion hearing and

Whereas the presence of (name) in the school poses a potential threat to the safety of others
and

Whereas the current suspension of (name) expires (date)

It is recommended that the twenty day suspension of (name) be extended until the conclusion
of the expulsion hearing by the Board scheduled for (date).

**SAMPLE LETTER (on Board Letterhead
sent via Registered Mail)**

CONFIDENTIAL

(date)

(Name of parent/guardian/adult student)
(Address)

Dear (parent/guardian/adult student):

This letter will confirm that at a duly constituted in-camera meeting of the Hamilton Board of Education held on (date), the following motion was passed:

Whereas (student) is the subject of a pending expulsion hearing and

Whereas the presence of (student) in the school poses a potential threat to the safety of others and

Whereas the current suspension of (student) expires (date)

It is recommended that the twenty-day suspension of (student) be extended until the conclusion of the expulsion hearing by the Board scheduled for (date).

Sincerely,

(Name)
Director of Education
and Secretary to the Board

**SAMPLE LETTER (on Board Letterhead
sent via Registered Mail)****CONFIDENTIAL**

(DATE)

(NAME OF PARENT/GUARDIAN/ADULT STUDENT)
(ADDRESS)

Dear (NAME OF PARENT/GUARDIAN/ADULT STUDENT)

It is my duty to inform you that (NAME) has been expelled from (NAME OF THE BOARD) effective immediately. The decision to expel was made by the Board at a duly constituted meeting held on (DATE).

Reason for Expulsion: Conduct so refractory that the student's presence is injurious to other pupils.

(NAME OF STUDENT) no longer has the right to attend any school in the Board of Education for the City of Hamilton and, as such, is to remain out of school and off all school property.

If (NAME OF STUDENT) enters the school or any school property, he/she will be considered a trespasser and the full process for trespassing will be initiated.

It is my duty to inform the Supervisory Officers, appropriate Principals, Teachers and the Attendance Counselor of this expulsion.

Sincerely,

Director of Education
and Secretary of the Board

cc: Superintendent of Schools
Principal
Teacher(s)
Student (where under 18 yr)
Parent/Guardian of adult student
Attendance Counselor

**SAMPLE LETTER (on Board Letterhead
sent via Registered Mail)**

EXPULSION NOT CONFIRMED

(DATE)

(NAME OF PARENT/GUARDIAN/ADULT STUDENT)
(ADDRESS)

Dear (NAME OF PARENT/GUARDIAN/ADULT STUDENT):

RE: (NAME OF EXPELLED STUDENT)

It is my duty to inform you that Recommendation for Expulsion was not approved after due consideration at the duly constituted meeting of the Board of Education for the City of Hamilton, held (DATE).

You will be contacted shortly by Superintendent of Schools (NAME), to plan your re-entry into the school system.

Sincerely,

(NAME)
Director of Education
and Secretary to the Board

PRINCIPAL'S CHECKLIST : EXPULSION
--

Where expulsion is considered, the principal will:

- a) be personally involved as leader of the team conducting a thorough and professional investigation which ensures that the rights of every individual involved as a participant or a witness are protected. The investigation should produce written, signed statements which clearly describe the activities of all participants and support any disciplinary action(s) being recommended to the Board.

The principal will consider the following guidelines:

- i) those directly involved in the incident should not interview others or formulate the recommendation(s);
 - ii) police will be called to investigate incidents which involve weapons, extreme physical violence, sexual assault and assault on a staff member. This investigation will be conducted separately from the one done by the principal;
 - iii) where injury has resulted, the school will complete and submit an accident report form.
- b) With the approval of the Superintendent of Schools add a statement to the student's suspension letter. An appropriate statement might read as follows:
"This incident is under review and may lead to further action by the Board of Education for the City of Hamilton".
 - c) Write a draft report in sufficient detail to ensure that all the key elements of the incident are clearly set out. The report should be concise but completed in a logical and sequential manner and provide a factual account of the events as described by witnesses and substantiated by witness statements.
 - d) Review the draft report and discuss the possible recommendation for expulsion/extended suspension with the Superintendent of Schools and later with the Superintendent of School Services at a meeting convened by his/her Superintendent.
 - e) Help facilitate a meeting with the Superintendent of Schools and the parent/guardian/adult student to discuss the recommendation which will go to the Board.
 - f) Arrange for the delivery of the letter of notification and associated materials which go to the Board concerning the recommendation for expulsion/extended suspension.

Reference: Peel Board of Education

**SUPERINTENDENT'S CHECKLIST :
EXPULSION**

The Superintendent of Schools will:

- a) advise the Director and the Trustee(s) for the school involved of the general details of the incident including actions taken or pending.
- b) Review the incident with the principal and subsequently arrange a meeting with the principal to discuss the investigation results and determine the appropriate recommendation to the Board.
- c) Submit the report for the Board to the Director. Contents of the report for an expulsion include:
 - report of incident and recommendation of Principal to the Superintendent of Schools;
 - report and recommendation of Superintendent of Schools;
 - recommendation letter for expulsion;
 - letter from Superintendent of Schools to parents (student if 18);
 - background report of the Principal.
- d) Inform the parent/guardian/adult student of the recommendation, the date of the hearing and the process related thereto.

The parties at the hearings before the Board shall be the parent or guardian of the pupil, or the pupil where he/she is an adult, the principal of the school that the pupil attends, and the appropriate supervisory officer.

The Board may at it's discretion readmit to school a pupil who has been expelled.

SAMPLE LETTER (on Board Letterhead)**CONFIDENTIAL**

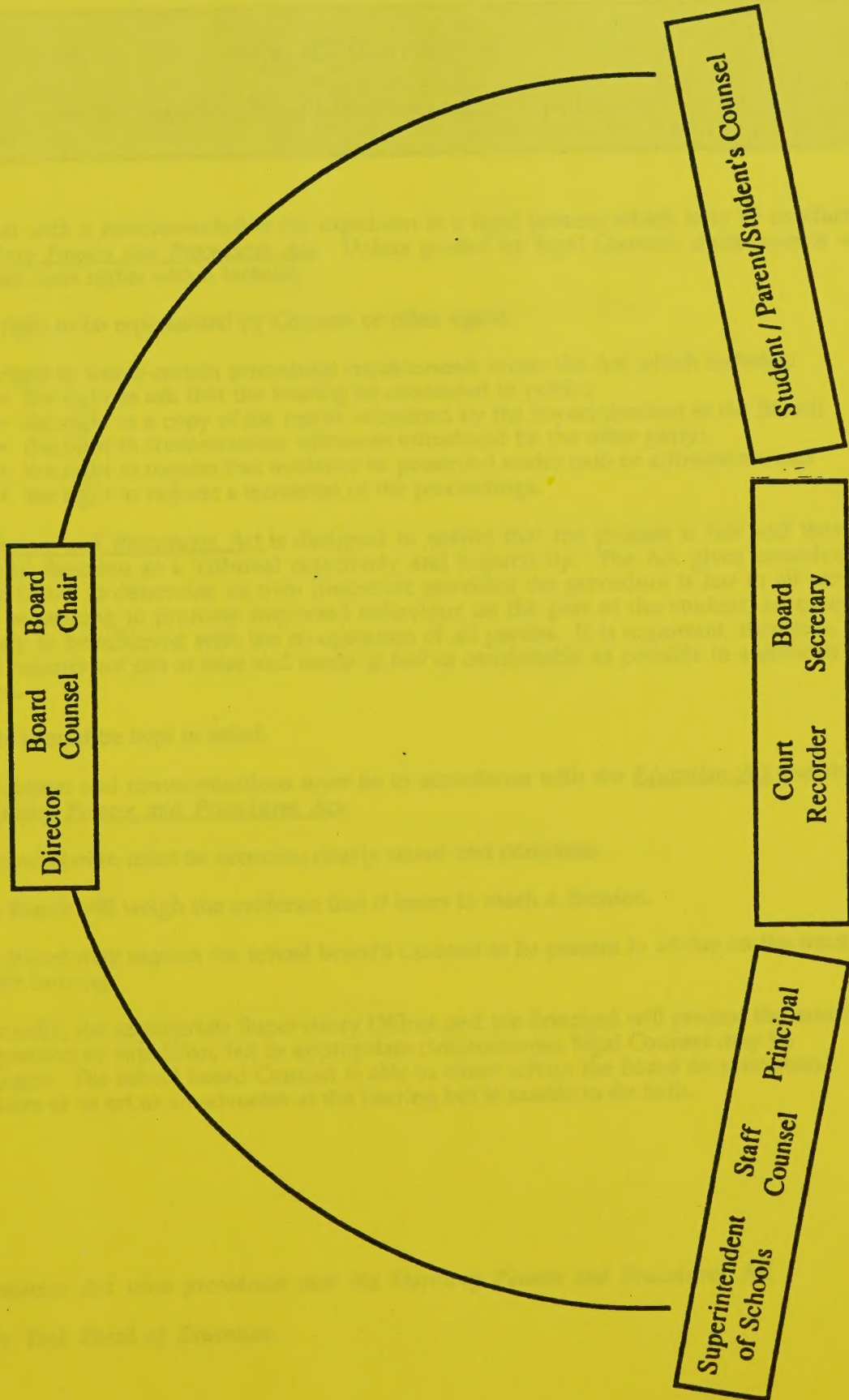
TO: All Elementary/Secondary Principals
FROM: (NAME), Superintendent of Schools
RE: (NAME AND D.O.B. OF EXPELLED STUDENT)

Please be advised that the above-named student has been EXPELLED from attendance at all schools within the jurisdiction of the Hamilton Board of Education, effective (DATE).

Should this student approach your school for the purposes of registering, admission must be denied.

Signature of Appropriate
Superintendent of Schools

Board Room Arrangement for Expulsion Hearing



Date: 10/10/14



[Illegible text]

A HEARING

Some General Principles Regarding Expulsions

A hearing to deal with a recommendation for expulsion is a legal process which is to be conducted under the *Statutory Powers and Procedures Act*. Unless guided by legal Counsel, most parents will be unfamiliar with their rights which include:

1. The right to be represented by Counsel or other agent;
2. The right to waive certain procedural requirements under the Act which includes:
 - the right to ask that the hearing be conducted in public;
 - the right to a copy of the report submitted by the Superintendent to the Board;
 - the right to cross-examine witnesses introduced by the other party;
 - the right to require that evidence be presented under oath or affirmation; and
 - the right to request a transcript of the proceedings.

The *Statutory Powers and Procedures Act* is designed to ensure that the process is fair and that the Board performs its function as a Tribunal objectively and impartially. The Act gives considerable discretion to the Board to determine its own procedure provided the procedure is fair to all parties. The Board will be seeking to promote improved behaviour on the part of the student, an outcome that is more likely to be achieved with the co-operation of all parties. It is important, therefore, that the student and parents are put at ease and made to feel as comfortable as possible in a difficult and stressful situation.

A few guidelines should be kept in mind:

1. All notices and communications must be in accordance with the *Education Act* and the *Statutory Powers and Procedures Act*.
2. Documentation must be accurate, clearly stated and complete.
3. The Board will weigh the evidence that it hears to reach a decision.
4. The Board may request the school board's Counsel to be present to advise on the conduct of the hearing.
5. Normally, the appropriate Supervisory Officer and the Principal will present the case for suspension or expulsion, but in appropriate circumstances, legal Counsel may be engaged. The school board Counsel is able to either advise the Board on procedural matters or to act as an advocate at the hearing but is unable to do both.

Note: The Education Act takes precedence over the Statutory Powers and Procedures Act

Reference: East York Board of Education



A meeting of this kind with a representative of the Government is a right which every citizen is entitled to. It is the duty of the Government to provide for this right. It is the duty of the Government to provide for this right.

1. The right to be represented by a citizen in the House of Representatives.

- 2. The right to have a citizen's name on the list of electors.
- 3. The right to have a citizen's name on the list of electors.
- 4. The right to have a citizen's name on the list of electors.
- 5. The right to have a citizen's name on the list of electors.
- 6. The right to have a citizen's name on the list of electors.

The House of Representatives is a body of citizens who are elected to represent the people. It is the duty of the House of Representatives to provide for the rights of the people. It is the duty of the House of Representatives to provide for the rights of the people.

A. The House of Representatives is a body of citizens who are elected to represent the people.

- 1. All citizens who are qualified to vote in the House of Representatives.
- 2. The House of Representatives is a body of citizens who are elected to represent the people.
- 3. The House of Representatives is a body of citizens who are elected to represent the people.
- 4. The House of Representatives is a body of citizens who are elected to represent the people.
- 5. The House of Representatives is a body of citizens who are elected to represent the people.
- 6. The House of Representatives is a body of citizens who are elected to represent the people.

From The House of Representatives is a body of citizens who are elected to represent the people.

From The House of Representatives is a body of citizens who are elected to represent the people.

ACKNOWLEDGEMENTS

Board of Education

- Carleton Board of Education
- East York Board of Education
- Hamilton-Wentworth Roman Catholic Separate School Board
- Ontario Safe Schools Report (2 binders)
- Peel Board of Education
- Scarborough Board of Education

Expulsion Subcommittee

- Bert Allen, Chairman, The Board of Education for the City of Hamilton
- Phyllis Allen, Parent, C. B. Stirling Home & School Association
- Jack Niewland, OPSTF Representative (Past Chair)
- Murray Quinn, Superintendent of Schools, Lower City
(Chair: Safe Schools System Steering Committee)
- Bryan Schofield, Supervisor, Adjustment Services (Present Chair)
- Oscar Parent, Teacher, G. P. Vanier Secondary School

Format

- Dorothy Anderson, Secretary, Adjustment Services
- Irene Drozd, Secretary, Superintendent of Schools, Lower City

Legal Consultation

- Keel-Cottrelle, Barristers & Solicitors
36 Toronto Street, Suite 920, Toronto, Ontario, M5C 2C5

APPENDIX

Part 1: Education

- Education Board of the District
- Education Board of the County
- Education Board of the State
- Education Board of the Nation
- Education Board of the World
- Education Board of the Universe

Part 2: Information

- Information Board of the District
- Information Board of the County
- Information Board of the State
- Information Board of the Nation
- Information Board of the World
- Information Board of the Universe

Part 3:

- Information Board of the District
- Information Board of the County

Part 4: Conclusion

- Information Board of the District
- Information Board of the County

DATE: January 9, 1995

TO: Chairman and Members
Operations and Finance Committee

FROM: Safe Schools Steering Committee

RE: Report on Safe Schools: Policies/Procedures Subcommittee of the Safe Schools Steering Committee.

REPORT: Information/Decision

BACKGROUND:

In the spring of 1994, the Ministry of Education and Training mandated that all school boards develop procedures for dealing with violent incidents. Where policies for violence prevention were already in place, they had to be reviewed to ensure that they met requirements set out in the *Violence-Free Schools Policy*.

The mandate of the Policies/Procedures subcommittee was to assist in the development of a comprehensive Safe Schools document. This document would contain policies and procedures relevant to violence prevention and intervention. This was done by:

- examining existing policies and procedures (Appendix P/P-A);
- comparing these documents to Ministry directives to identify additional components and referring them to the appropriate committee for action;
- updating present policies and procedures.

The subcommittee was also mandated to develop a procedure for reporting and recording violent incidents. These procedures have been developed in concert with community partners as directed in the *Violence-Free Schools Policy* (Appendices P/P-Q, R, and S).

ISSUE:

- To share information about the Safe Schools Document.
- To seek the approval of the Hamilton Board of Education of the revisions to existing policies and procedures and of the new policies and procedures in the Safe Schools document.

RECOMMENDATIONS:

1. (a) That the Board's Discipline Policy (Student) (Appendix P/P-C) be included in the Safe Schools document with the revisions indicated in Appendix P/P-B(1).

 (b) That all schools review existing codes of conduct in the 1995-96 school year and every 3 years thereafter (*Violence-Free Schools Policy*, June '94, pg. 19), with participation of students, staff and parents to ensure that:
 - (i) the language is clear, specific and relevant to the age of the student;
 - (ii) the consequence of expulsion be included with a clear delineation of the violent acts for which a recommendation for expulsion may be considered;
 - (iii) revised codes of conduct are communicated clearly and regularly to all students and parents.
2. That the Drug Education Policy (Appendix P/P-D) be included in the Safe Schools document with the revisions indicated in Appendix P/P-B(2).
3. That the Drug Education pamphlet (Appendix P/P-E) be included in the Safe Schools document with the revisions indicated.
4. That the Harassment Policy (Appendix P/P-F) be included in the Safe Schools document.
5. That the Race Relations and Ethnocultural Equity Policy/Pamphlet (Appendix P/P-G) be included in the Safe Schools document.
6. That the revised Policy Against Assault in the School Environment (Appendix P/P-H) be included in the Safe Schools document.
7. That the Expulsion Policy (Appendix P/P-I) be included in the Safe Schools document.
8. That Operating Procedure SP4—Child Protection Protocol (Appendix P/P-J) be included in the Safe Schools document.
9. That Operating Procedure SP20—Suspension of Pupils (Appendix P/P-K) be included in the Safe Schools document.
10. That Operating Procedure OP15—Code of Conduct for Pupils on School Buses (Appendix P/P-L) be included in the Safe Schools document with the revisions indicated in Appendix P/P-B(4).
11. That Operating Procedure OP22—Intruders in Schools - The Trespass to Property Act (Appendix P/P-M) be included in the Safe Schools document with the revisions indicated in Appendix P/P-B(5).

12. That the Dangerous/Suspicious Stranger Reporting Protocol (Appendix P/P-N) be appended to OP25 – The Trespass to Property Act.
13. That the Protocol Between Shelters and Boards of Education (Appendix P/P-O) be included in the Safe Schools document.
14. That Operating Procedure SP5 – Police Interviewing Students (Appendix P/P-P) be included in the Safe Schools document with the revisions indicated in Appendix P/P-B(3).
15. The Violent Incident Form (Appendix P/P-Q) and the operating procedure on Violent Incidents Reporting Procedures (Appendix P/P-R) be approved and included in the Safe Schools document.
16. That the Protocol for Reporting Incidents to the Police (Appendix P/P-S) be appended to the Violent Incidents Reporting procedures.
17. That Operating Procedure SP25 – Safety of Staff During Home Visits (Appendix P/P-T) be included in the Safe Schools document.
18. That the Restraint Procedures (Appendix P/P-U) be appended to the Discipline Policy of the Hamilton Board of Education.
19. That Operating Procedure OP6 – Vandalism and Theft (Appendix P/P-V) be included in the Safe Schools document.
20. That a common trespass sign be posted at all entrances in all schools with a consistent and common wording – *Upon Entry, All Visitors Must Report to the Office.*
21. That all schools establish a Safe School Committee with student, parent and community participation.
22. That the sample of the Safe School Action Planner (Appendix P/P-W) be included in the Safe Schools document.
23. That a budget of \$1,500 be approved for the duplication of materials to be included in the Safe Schools binder. (Appendix P/P-X).
24. That a budget of \$2,200 be allocated for the production of common trespass signs for all Hamilton Board of Education schools. (Appendix P/P-Y).

RATIONALE:**1. Recommendations #1 through #7.**

- The content of these policies recommended for inclusion in the Safe Schools document is relevant to violence prevention and intervention. With the exception of the Expulsion Policy (recommendation #7), these policies are present Board policies. The Expulsion Policy was developed in response to the *Violence-Free Schools Policy* mandate.
- The revisions recommended to the Board's Discipline Policy (recommendation #1) are required because of revisions to the Education Act RSO.1990,c.E.2 and Ontario Regulation 262/83 being changed to Ontario Regulation 298/90.
- The revisions to the Drug Education Policy (recommendation #2) are needed in order for the policy to comply with the Tobacco Control Act.
- The Drug Education Pamphlet (recommendation #3) must be revised to be consistent with the Drug Education Policy.
- The *Violence-Free Schools Policy* 1994 directs school boards to develop procedures for dealing with violent incidents that might involve students, staff or visitors. The revised Policy Against Assault in the School Environment (recommendation #6) deals with these procedures.

2. Recommendations #8 through #14:

- These procedures give guidance to staff regarding procedures for the protection of the student and the school.
- The revisions in recommendations #11 are due to the change of Ontario Regulation 262/83 to Ontario Regulation 298/90.
- The revision in recommendation #12 makes the procedure consistent with the procedure in the Policy Against Assault in the School Environment.

3. Recommendation #15:

- is a requirement of the *Violence-Free Schools Policy*. One element of the procedures for dealing with violent incidents must involve the reporting of serious violent incidents to the police.
- These procedures for reporting violent incidents to the police and the Ministry of Education and Training and the protocol (recommendation #16) were developed in concert with the Hamilton-Wentworth Police Department and provide guidelines for the principal in the use of the Violent Incident Form.

4. Recommendations #14 through #16:

- are included because principals and teachers should be informed of the procedures to follow when the police are conducting an investigation at school, in order to ensure that it is neither compromised nor hindered.
- School personnel should be aware of student rights since it is possible that the student may request them to be present during an interview with the police.

5. Recommendations #17 and #18:

- promote staff safety and support staff in the performance of their responsibilities.

6. Recommendation #20 re: trespass signs.

- Visits to schools by unauthorized persons pose a potential threat to students and staff. Signs must be posted at all entrances to all schools and must be consistent in the wording. The suggested wording supports the intent of the Trespass to Property Act.

7. Recommendation #21 re: the establishment of Safe School committees

- A Safe School committee can help schools address recommendations in the *Violence-Free Schools Policy* and adapt them to their school. For example:
 - Schools must address school environment and consider elements of a safe, welcoming violence-free environment.
 - Every school must have a code of behaviour that is developed and reviewed regularly with student, staff, parents or guardians, and the community.
 - All staff need to acquire the knowledge, skills, and values necessary to develop and maintain a violence-free environment. Teachers must know how and when to call on the support of others.

12-00000

12-00000



APPENDICES:

P/P-A	List of existing and proposed Policies and Procedures
P/P-B	Revisions to Safe Schools Policies and Procedures
P/P-C	Discipline Policy of the Board of Education for the City of Hamilton (Student)
P/P-D	Drug Education Policy
P/P-E	Drug Education Pamphlet
P/P-F	Harassment Policy
P/P-G	Race Relations and Ethnocultural Equity Policy/Pamphlet
P/P-H	Policy Against Assault in the School Environment
P/P-I	Expulsion Policy
P/P-J	SP4 Child Protection Protocol
P/P-K	SP20 Suspension of Pupils
P/P-L	OP15 Code of Conduct for Pupils on School Buses
P/P-M	OP22 Intruders in Schools—Trespass to Property Act
P/P-N	Dangerous/Suspicious Stranger Incident Reporting Process
P/P-O	Protocol Between Shelters and Board
P/P-P	SP5 Police Interviewing Students
P/P-Q	Violent Incident Reporting Form
P/P-R	Violent Incident Reporting Procedures
P/P-S	Protocol for Reporting Incidents to the Police
P/P-T	SP25 Safety of Staff During Home Visits
P/P-U	Restraint Procedures
P/P-V	OP6 Vandalism and Theft
P/P-W	Sample of Safe Schools Action Planner for the Safe School Committee
P/P-X	Proposed Budget for the duplication of materials for the Safe Schools binder
P/P-Y	Proposed Budget for the Production of Trespass Signs.
P/P-Z	Resource List
P/P-AA	Acknowledgements
P/P-BB	In-service Plan

RESOURCE LIST

PRINT MATERIALS:

- Violence-Free Schools Policy, 1994
- Education Act R.S.O. 1990, c.E.2
- Ontario Regulation 298, 1990
- Canadian Charter of Rights and Freedoms (Constitution Act, 1982)
- Young Offenders Act (R.S.C. 1985, c.Y-1)
- Safe Schools – Policies and Procedures Resource Kit - Volume 1 & 2
The Canadian Association for Safe Schools

COMMUNITY:

- Hamilton-Wentworth Regional Police Department

ACKNOWLEDGEMENTS

- Ken Robertson, Deputy Chief of Police, Hamilton-Wentworth Regional Police
- Phil Slack, Superintendent of Police, Hamilton-Wentworth Regional Police
- Bryan Schofield, Co-ordinator, Adjustment Services, Hamilton Board of Education

Policies & Procedures Sub-Committee

- Jack Baxter (Chair), Vice-Principal, Sir Winston Churchill Secondary School
- Lee Currie, Vice-Principal, Westdale Secondary School
- Sharon O'Halloran, President, H.W.T.A.
- Doug Robb, President, O.S.S.T.F. District 8

DATE: January 9, 1995

TO: Chairman and Members
Operations and Finance Committee

FROM: Safe Schools Steering Committee

RE: Report on Safe Schools: Communications Sub-Committee

REPORT: Information/Decision

BACKGROUND:

The Ministry of Education and Training's *Violence-Free Policy* mandates the creation of a board implementation plan for violence-prevention policies and procedures that is: " supported by the effective communication of the policy to schools, staff, students, parents or guardians, and the community."

In addition, the Ministry's *Violence-Free Policy* reinforces the need for effective communication as the first step toward student, parent, employee and community involvement in developing and supporting the Board's safe schools policies, procedures and programs, and ultimately, the creation of a safer society.

Currently, parent and public interest in safe school measures and violence-prevention strategies has made communication about the Board's progress in this critical area an issue of accountability. Ongoing media coverage of school related violent incidents, and issues related to disciplinary and security measures and policies in schools reflect media and public interest in these issues. In fact, a recent poll conducted by The Hamilton Spectator and CHCH TV revealed that violence, drugs and discipline, in this order, are the three top educational issues for the Hamilton community.

The Hamilton Board of Education has been a leader in the development of violence-prevention programs, a School Alert protocol for dangerous stranger incidents, and policies and procedures related to safe schools. However, to date, these policies, programs and initiatives have not been communicated to key stakeholders as parts of a comprehensive package.

In preparing a Communication Strategy (Appendix C-A) for the implementation of the Hamilton Board of Education's Safe School Policy, the Communications Sub-Committee (members listed in Appendix C-B) completed the following steps:

- * determined key audiences (such as students, parents, employees, community leaders/groups, general public, media etc.)
- * identified communication objectives related to the introduction of the Safe Schools policy and internal and external audience needs
- * identified current materials/resources available
- * identified required communication programs and content
- * identified information sources
- * identified budgetary requirements

- * identified the need for review and input by key stakeholders into the effectiveness of communication materials
- * prepared critical paths related to production timelines and responsibilities
- * prepared a Safe Schools design identity to be used on all Safe Schools policy and program materials to increase visibility and to reinforce an integrated approach (See Safe Schools Identity Sample - Appendix C-D).

ISSUE:

To seek the approval of the Trustees of the communications plan supporting the Safe Schools Policy and Report.

RECOMMENDATIONS:

1. That communications programs as set out in the Communication Strategy, Appendix C-A, be approved.
2. That a budget of \$20,000 be allocated to support the communication programs as set out in Appendix C-C.

RATIONALE:

Communication is an essential part of the Board's safe school initiatives as well as policies and procedures related to the Ministry's Violence-Free Schools Policy.

Effective communication is necessary:

- * to involve students, parents, employees and community in the creation of safe learning and working environments;
- * to inform students, parents, staff and community about the Board's safe schools policies, programs and initiatives (including how these initiatives affect them and how they can support their success);
- * to reinforce the Board's position on zero tolerance for violence within the school environment;
- * to be accountable to students, parents, community and the media for the development of Board programs, policies and procedures to address issues related to violence, violence-prevention, discipline, and the creation of safe and secure learning and working environments;
- * and to reinforce with key stakeholders that the Board has a broad range of effective programs, policies and procedures that together form an integrated approach to the creation of a safe learning and working environment.

APPENDICES:

- C-A Communication Strategy
- C-B Communications Sub-Committee Members
- C-C Budget Estimates
- C-D Safe Schools Identity Sample
- C-E In-Service Plan

Communication Strategy

A. OBJECTIVES

- * to involve students, parents, employees and community in the creation of safe learning and working environments;
- * to inform students, parents, staff and community about the Board's Safe Schools policies, programs and initiatives (including how these initiatives affect them and how they can support their success);
- * to reinforce the Board's position on zero tolerance for violence within the school environment;
- * to be accountable to students, parents, community and the media for the development of Board programs, policies and procedures to address issues related to violence, violence-prevention, discipline, and the creation of safe and secure learning and working environments;
- * and to reinforce with key stakeholders that the Board has a broad range of effective programs, policies and procedures that together form an integrated approach to the creation of a safe learning and working environment.

B TARGET AUDIENCES (PRIORITY LIST)

- Students (JK to OAC)
- Parents
- Trustees
- School and system administrators (including principals/managers)
- Employees
- Community (individuals and groups/organizations)
- Ministry of Education and Training
- Media
- Regional government

C COMMUNICATION PROGRAMS

January 9

□ MEDIA BRIEFING (including Media Package)

Target Audience: local/regional media

Presentation of the Safe Schools Report to the Board of Trustees will be our first opportunity to communicate key messages associated with the Report.

Timeline: the Media Briefing will take place before the beginning of the Special Operations and Finance Meeting for presentation of the Safe Schools Report.

Description: The Media Briefing will provide members of the media with a brief overview of the contents of the Report. Board spokespeople, including Superintendent Murray Quinn, the Chairman of the Board, the Director of Education, the Public Relations Officer, parent representatives on the Safe School Committee, and students who participated in the Safe School survey and in school mediation programs will be available to provide comments and address questions.

A Media Package will be provided, including: a media release; outline of key components of the Report; contacts for more information; background on the Safe Schools Committee; and a copy of the full Report.

Distribution:

- * All local area media, as well as select regional media will be invited to attend the media briefing.
- * Media releases will be sent to media not in attendance.
- * The media release will be sent by PROFS to all school locations the next morning for information and posting.

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Responsibility: Public Relations Officer
(assistance from Sub-Committee members in liaison
with student spokespersons)

January 18

**□ SCHOOL ANNOUNCEMENT AND STAFF
BRIEFINGS**

(Director Message for Students and Staff)

Target Audience: students and employees

Timeline:

- * text for Student and Staff school announcement will be distributed to schools via PROFS on the night of January 17, subject to passage of the Report by Board.

Description: A prepared message from the Director would inform students and staff about a Report passed by the Board of Education which affects everyone in the organization.

Key messages will be developed for staff to reinforce their role in the process; and for students to inform them of initiatives to create safe school environments, including zero tolerance for violence. Reference will be made to information which will be given to them over the next few weeks to tell them more about how these initiatives will affect and benefit both students and staff. Staff at all sites will also be informed by their principals and managers, at staff meetings, of upcoming communication programs and key initiatives in the area of Board policies, procedures, program initiatives and so forth.

Distribution: the text for the Student and Staff Announcement will be distributed via PROFS on the night of January 17, subject to Board approval of the Safe Schools Report.

Responsibility:

- Director of Education
- Public Relations Officer
- Principals/Managers

February 27

☐SAFE SCHOOLS BROCHURES - Two Versions

- Parent and General Public
- Employee

Target Audience:

- elementary and secondary parents
- all Board employees
- Trustees
- Board administrators
- Ministry of Education and Training
- selected regional government officials
- selected community groups and organizations
- media
- general public

Timeline:

- parent and employee brochures will be available for distribution the week of February 27. These brochures will be sent to parents, employees, trustees, administrators, and the Ministry of Education and Training.
- it is expected that mailing to all other audiences will take place in the weeks following February 27, and upon request by all target groups, including the general public, in the upcoming months.

Description: One brochure format will be developed and customized to address parent (version one) and employee (version two) communication needs. Each brochure will contain information on:

- 5 -

- the Board's new safe schools policies and procedures (statement of the Board's overall policy as well as brief description of other related policies and procedures);
- the purpose of the development of these policies;
- highlights of current and upcoming school programs (curriculum and special initiatives) that support safe schools.

The **Parent Brochure** will contain a customized panel on the *Role of Parents in Promoting Safe Schools*. This will include resources and sources for more information as well as tips on how parents can support positive behaviour and student safety. Reference will be made to the availability of a Safe Schools Package at each site for more detailed information on Safe Schools policies and procedures.

The **Employee Brochure** will contain a customized panel on *How the Safe Schools Policies will Affect Our Staff*. This includes a description of staff responsibilities, curriculum planning, support and resources, and the availability of a Safe Schools binder and kits at all sites.

All other target audiences listed above will receive copies of both brochures as appropriate and as requested.

Distribution: The **Parent Brochure** will be targeted for distribution via the March issue of elementary school newsletters and at parent meetings at the school, in the upcoming months. A message will be placed at the bottom of secondary school report cards, in January, letting parents know that a parent brochure is available for pick up by their student, in secondary school offices, beginning March 6. Secondary schools will also be asked to include the brochure in their report card mailing in April or the next available mailing.

.../6

- 6 -

All Home and School and parent organizations on the Board's mailing lists, will also receive copies of the Parent Brochure.

The **Employee Brochure** will be circulated through inter-office mail and distributed by principals and Board department personnel, to all employees of the Board. Federations and unions will also receive copies of both the employee and parent brochures.

Responsibility:

- production of the brochures will be co-ordinated by the Public Relations Officer.
- writing support will be provided by members of the Communications Sub-Committee and members of other sub-committees, as required.
- each brochure will be reviewed in first draft form by chairs of the Safe Schools sub-committees as well as parent and employee representatives, selected in co-operation with the Hamilton Council of Home and School Associations, teacher federations and unions. The input of these target audience members will ensure that these brochures address key questions and communication needs.

Budget: See Budget Estimates -- Appendix C-C

March/April

☐STUDENT BROCHURES -- Two Versions

- Jk to Grade 5
- Grades 6 to OAC

Target Audiences:

- Jk to Grade 5
- Grades 6 to OAC
- parents who review the brochure with their child

- teaching staff who review the brochure with students as part of their communication and curriculum strategy
- Ministry of Education
- new registrants to the school system
- all other target audiences, as applicable

Timelines:

- the Grades 6 to OAC brochure will be ready for distribution to middle and secondary schools in late March/early April.
- the JK to Grade 5 brochure will be developed and distributed in the April/May timeframe.

Description: two versions of a student brochure will be produced; one for JK to Grade 5 and one for Grades 6 to OAC.

- Each brochure will address topics, such as:
 - new rules for safe schools
 - the new rules (policies) and how they will affect students
 - how the new rules protect students
 - the expectations for student behaviour related to each of the Safe Schools policies
 - what students can do to create safer schools
 - dealing with suspicious/dangerous strangers
 - where a student can get help

The JK to Grade 5 brochure will be developed with the support of the Program Sub-Committee to ensure that the language and topic are age appropriate and reinforce curriculum topics.

Distribution:

- the Grades 6 to OAC brochure will be distributed through home room teachers to students, in late March/early April.

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- the JK to Grade 5 brochure will be introduced in the classroom and given to students by their teachers, as determined by the school principal and staff.

Responsibility:

- production of the brochures will be co-ordinated by the Public Relations Officer.
- writing support and co-ordination will be provided by the Communications and Program sub-committees.
- principals will be responsible for developing distribution and in-class delivery strategies appropriate for the grade level.

Budget: See Budget Estimates -- Appendix C-C

April

☐SAFE SCHOOLS PACKAGE (Information Kit)

Target Audience:

Students, parents, trustees, school and system administrators, employees, community, Ministry of Education and Training, and media.

Timeline: the Safe Schools Package will be available in schools beginning in April. It is anticipated that information sheets may be added or updated for this package, over time.

Description: the Safe Schools Package is intended to provide more detail concerning the many policies and programs referenced in the Safe Schools Report. The package will consist of a Safe Schools folder with separate information sheets on each of the Safe Schools policies, as well as an overview of current and upcoming school programs (curriculum and special initiatives) that support safe schools (such as social skill programs).

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Each sheet in this package will contain information on one of the components of the Safe Schools strategy, mentioned above, as well as referencing contact names and resources for more information. The idea of this package is to provide more detail and information for parents, staff and community, than contained in the overview Parent and Employee brochures, while at the same time providing a more user friendly package than the full Safe Schools binder, which is intended more as an administration document.

This package will be easily recognized because of the distinctive use of a Safe Schools folder and Safe Schools letterhead for information pieces in the package. We hope that this will reinforce the integrated nature of the program and will make the information more accessible to all audiences.

Distribution: A quantity of up to 15 (depending on the student and staff numbers at each site) Safe Schools packages will be distributed to all sites over the April/May timeline. Schools can reinforce the availability of the Safe Schools Packages to parents and staff, through school newsletters. The Package, of course, will have been referenced in the Parent and Employee Brochures.

Packages will be sent to selected groups and individuals listed in the Target Audience section and will be made available to the general public, through the Public Relations Department.

Responsibility:

- the Public Relations Officer will work with chairs of the Safe Schools sub-committees and the Communications Sub-Committee to co-ordinate materials.

- 8 -

- the JK to Grade 5 brochure will be introduced in the classroom and given to students by their teachers, as determined by the school principal and staff.

Responsibility:

- production of the brochures will be co-ordinated by the Public Relations Officer.
- writing support and co-ordination will be provided by the Communications and Program sub-committees.
- principals will be responsible for developing distribution and in-class delivery strategies appropriate for the grade level.

Budget: See Budget Estimates -- Appendix C-C

April

□SAFE SCHOOLS PACKAGE (Information Kit)

Target Audience:

Students, parents, trustees, school and system administrators, employees, community, Ministry of Education and Training, and media.

Timeline: the Safe Schools Package will be available in schools beginning in April. It is anticipated that information sheets may be added or updated for this package, over time.

Description: the Safe Schools Package is intended to provide more detail concerning the many policies and programs referenced in the Safe Schools Report. The package will consist of a Safe Schools folder with separate information sheets on each of the Safe Schools policies, as well as an overview of current and upcoming school programs (curriculum and special initiatives) that support safe schools (such as social skill programs).

- 9 -

Each sheet in this package will contain information on one of the components of the Safe Schools strategy, mentioned above, as well as referencing contact names and resources for more information. The idea of this package is to provide more detail and information for parents, staff and community, than contained in the overview Parent and Employee brochures, while at the same time providing a more user friendly package than the full Safe Schools binder, which is intended more as an administration document.

This package will be easily recognized because of the distinctive use of a Safe Schools folder and Safe Schools letterhead for information pieces in the package. We hope that this will reinforce the integrated nature of the program and will make the information more accessible to all audiences.

Distribution: A quantity of up to 15 (depending on the student and staff numbers at each site) Safe Schools packages will be distributed to all sites over the April/May timeline. Schools can reinforce the availability of the Safe Schools Packages to parents and staff, through school newsletters. The Package, of course, will have been referenced in the Parent and Employee Brochures.

Packages will be sent to selected groups and individuals listed in the Target Audience section and will be made available to the general public, through the Public Relations Department.

Responsibility:

- the Public Relations Officer will work with chairs of the Safe Schools sub-committees and the Communications Sub-Committee to co-ordinate materials.

- 10 -

- co-ordination/approval of materials will be the responsibility of the Public Relations Officer in co-operation with the Superintendent of Schools, Murray Quinn.

Budget:

See Budget Estimates -- Appendix C-C

1995

□ Media Guidelines for Violent Incidents/Staff In-Service

Target Audience:

- elementary and secondary principals
- administrators (as appropriate)

Timelines/Distribution (delivery):

Media guidelines for violent incidents and safe schools related issues will be delivered through a Safe Schools Media Training Workshop for principals and selected administrative staff (this could include managers, supervisors, secretarial staff etc.) who will be working with media surrounding violent incidents or safe school issues.

- this in-service will be organized in co-operation with the superintendents of schools to fit with other Safe School in-services and principals' meetings in 1995.

Description: the purpose of the guidelines and in-service sessions is to outline responsibilities for information release at the time of a violent incident. This would include an outline of information which will be required in response to media requests as well as requirements for protection of individual privacy of students and staff. These sessions will also cover

related to violent incidents or safe school environments.

Responsibility:

- media guidelines and the content of the staff in-services will be prepared by the Public Relations Officer in co-operation with the superintendents of schools.
- delivery of the guidelines and staff in-services will be the responsibility of the Public Relations Officer supported by the Superintendents of Schools who will determine information needs of principals and the timing and location of the in-services

1995

□ Information Sessions

The communications programs listed above will provide many resources for school staff in communication with students and parents about Safe Schools policies, programs and initiatives.

It is clear from previous Board research studies that schools are the most important and preferred source of information on educational issues, for parents and the community.

It is, therefore, the Safe School Committee's expectation that schools will use communication materials outlined in this Strategy to provide information and discuss issues related to safe school environments with parents and their school community. Two-way communication, such as information meetings for parents, is a preferred strategy for addressing this critical topic and for highlighting our Board's initiatives related to violence and the creation of safe learning environments.

- 12 -

Superintendents of schools will be encouraging school staff to integrate this topic into their school communication program, with particular emphasis on the benefits of information meetings for parents that address both new safe school policies as well as school-level policies and programs that support these initiatives.

In delivering these information sessions and communication programs, school staff will also be able to use the resources and expertise of the Safe Schools Committee.

1995/96

□ Speaking Opportunities

It is expected that Board spokespeople will provide information on our Board's Safe Schools policies and initiatives within the context of speeches to parent, staff and community groups and organizations.

As violence and Safe Schools plans are of strong interest to our community, it is also expected that this will be an issue that many groups may choose as a speaker's topic for the upcoming year.

Therefore, it is likely that the Chairman, Director and other senior officials will use information gathered through the communication programs listed above, in actively addressing this subject with community audiences.

Safe Schools Committee members, especially the Committee Chairperson, Superintendent Murray Quinn, will continue, as they currently are, to be important resources for media and community members requiring information on safe schools policies and issues.

Upon completion of core Safe Schools communication programs (listed above) it is anticipated that a multi-media presentation could be prepared, in-house, to assist Board spokespersons in outlining the Board's Safe Schools policies and initiatives with staff and community audiences. Visuals and information from the communications materials (listed above) would be used in this multi-media presentation, as well as interviews with Board spokespersons and existing footage on our peer mediation and social skill programs.

This multi-media presentation will be developed in 1995 as communication programs are implemented.

SAFE SCHOOLS SUB-COMMITTEE MEMBERS

(Chair) Gayla Brock-Woodland, *Public Relations Officer*

Dr. John Johnston -- *Trustee, Ward 2*

David Repchuck -- *Vice-Principal, Tweedsmuir Elementary*

Lorrie Ann Wannamaker -- *Vice-Principal, Prince of Wales
Elementary*

Barry Coombe -- *Vice-Principal, Sir Allan MacNab
Secondary*

Appendix C-C

Budget Estimates

1. **Letterhead** (for Media Kit and Safe Schools Information Packages)
 - * includes film/printing
 - * quantity of 7,000 sheets

estimated total: \$500
2. **Safe Schools Folder** (for Media Kit, Safe Schools Information Package, Information Sessions and other)
 - * includes film/printing/folding
 - * quantity of 1,500

estimated total: \$ 1,600
3. **Binder Inserts** (administrative manuals for all sites)
 - * includes film/printing/cutting for covers and spines
 - * quantity of 200

estimated total: \$400
4. **Overview Brochures**
 - ** Two versions - Parents (elementary/secondary)
 - Employees
 - * includes design/printing/film/folding/packaging
 - * two, 20" x 10", four-panel, double-sided brochures
 - * quantity of 42,000 of Parent Brochure version
 - * quantity of 4,500 Employee Brochure version

estimated total: \$ 8,000
5. **Student Brochures**
 - ** two versions - JK to Grade 5
 - Grade 6 to OAC
 - * includes design/film/printing/folding/packaging
 - * quantity of 20,000 for JK to 5 brochure
 - * quantity of 22,500 for Grades 6 to OAC brochure
 - * one, 24" x 6", four-panel, double-sided brochure
 - * format of JK to 5, 11" x 17" double-sided

estimated total: \$7,000

Total Estimated Budget = \$20,000 (including taxes)

SAFE SCHOOLS IDENTITY SAMPLE



CREATING A **SAFE PLACE** TO
LEARN AND WORK

Safe Schools In-Service Plan

Implementation January, 1995 to June, 1996

SubCommittee - Communications

Appendix C-E

Topic	Outcome	Target Audience	Timeline	Budget Required
Media Briefing	communicate key messages associated with the Safe Schools Report.	local/regional media	Jan. 9/95	nil
Student/Staff Announcement and Staff Briefing	- reinforce staff role in the process - inform students of initiatives to create safe school environments, including zero tolerance for violence.	students and employees	Jan. 17, 18/95	\$400.00
Overview Brochures	communicate the Zero Tolerance of Violence Policy to parents, the general public, and employees.	elementary and secondary parents, all Bd. employees, Trustees, Bd. Administrators, MOE and Training, selected regional government officials, selected community groups and organizations, media and general public	Feb/March '95	\$8,000.00
Student Brochures	address topics such as the expectations for student behaviour related to each of the Safe Schools policies.	JK-OAC students, parents to review with children, teaching staff who review with students, MOE, new registrants to the school system	March/April '95	\$7,000.00
Safe Schools Package	provide more detail concerning the many policies and programs referenced in the Safe Schools Report.	students, parents, trustees, school and system administrators, employees, community, MOE, and media.	April 95 (on-going)	\$1,600.00
Media Guidelines for Violent Incidents/In-Service	outline responsibilities for information release at the time of a violent incident.	elementary and secondary principals, administrators (as appropriate).	1995	nil
Information Sessions (School and System Level)	provide information and discuss issues related to safe school environments with parents and community.	parents and community	1995	\$500.00
Speaking Opportunities (including Multi-Media)	respond to the community interest in Safe Schools by outlining Board and Ministry initiatives.	parent, staff, community groups	1995/96 (on-going)	nil

A G E N D A

OPERATIONS AND FINANCE COMMITTEE

1995 01 10

GENERALBUSINESS ARISING OUT OF THE MINUTES:

1. Report re Correspondence from OPSBA re Bill 165 – Pages 1 and 2
– Workers' Compensation Reform

NEW BUSINESS:

1. Membership Fees:

– Canadian Education Association (CEA)	– \$4,061.40	– Pages 3 to 5
– Association française des Conseils scolaires de l'Ontario (AFCSO) [15 months]	– \$2,909.06	– Pages 6 to 9
– Ontario Education Research Council (OERC)	– \$725.00	– Pages 10 to 12
– Ontario Public School Boards' Association (OPSBA)	– \$65,097.73	– Pages 13 to 15
2. Annual Report on Public Relations Planning – Pages 16 to 36
3. Annual Report of Integrated Information Systems Strategic Project – Pages 37 to 68
4. Canada–Ontario Infrastructure Works – Financing of Local Share – Pages 69 to 72
5. Constitution of an Ad Hoc Committee to discuss Policies – requested by Trustee Stewart

ELEMENTARY/SECONDARYBUSINESS ARISING OUT OF THE MINUTES:

1. Recommendations of the Director of Education – Page 73

1995 01 10

TO: THE CHAIRMAN AND MEMBERS
OPERATIONS AND FINANCE COMMITTEE

FROM: R. BINNS SUPERINTENDENT, HUMAN RESOURCES

RE: BILL 165, WORKERS' COMPENSATION REFORM

REPORT: INFORMATION

BACKGROUND:

The Ontario Public School Boards' Association has requested support from their membership in expressing concerns regarding Bill 165. This Association felt that the following were particular issues of concern;

- Financial accountability towards the unfunded liability needs to be strengthened in the Bill
- The Workers' Compensation Board (WCB) will have expanded powers to investigate a business' employment practices.
- Ontario Government to direct Board (WCB) policy for one year
- A bipartite Board of Directors may be unsuccessful

Numerous Employers responded to the Standing Committee, Bill 165 - Workers' Compensation Reform with concerns identified above.

Bill 165 received third reading and Royal Assent in December 1994 with most sections of the Act coming into effect January 1, 1995

ISSUE:

Bill 165 is now Law.

A summary of this legislation's impact on this Employer is highlighted in the Administrative detail.

RECOMMENDATION:

Receive for Information

RATIONALE:

No further comment is required from this Employer. It appears that the concern about the Unfunded Liability has been addressed through the 'Purpose Clause' which governs the WCB Directors' actions as listed in the Administrative Detail of this report.

ADMINISTRATIVE DETAIL

Summary Bill 165

- Most sections of the Act take effect January 1, 1995 while others will come into force later in the year
- Industrial disease has been changed to "occupational disease"
- A health professional will report on a worker's ability to return to work and identify any restrictions. The report to be made available to the worker, the employer and the WCB. The WCB will pay, which is really the employer, for the cost of this report
- WCB Board of Directors will include five worker members and five employer members, with two vice Chairs.
- The Regulation is currently being developed to let training agencies to choose to be the employer of their trainees. Note: This will have no impact on our Co-op program. New rules will allow WCB claims of trainees injured on unpaid training placements to be charged to the training agency.
- There would be additional pension payments for workers injured before January 2, 1990 who would be eligible for an old age supplement.
- The current indexing (100% CPI) of WCB benefit has been changed to the Friedland Index which is approximately 75% CPI.
- The indexing of future economic loss (FEL) awards will be as follows;
 - a) less than 100% disability, Friedland index applies
 - b) 100% disability 100% CPI applies
- The 'Purpose Clause' includes ' the Board of Directors of the WCB to act in a financially responsible and accountable manner in governing the Board.
- Penalties can be levied where;
 - a) the employer fails in re-employment obligations
 - b) the employer fails to co-operate in Vocational Rehabilitation services
- Mediation services are available to provide an alternative dispute resolution mechanism that improves communication. This is timely and less adversarial than the formal appeal system.

CANADIAN EDUCATION ASSOCIATION

Suite 8-200, 252 Bloor Street West
Toronto, Ontario M5S 1V5

ASSOCIATION CANADIENNE D'ÉDUCATION

Bureau 8-200, 252, rue Bloor ouest
Toronto (Ontario) M5S 1V5



TEL: (416) 924-7721

FAX: (416) 924-3188

OFFICE OF THE

DEC 2 1994

DIRECTOR OF EDUCATION

November 23, 1994

Mr. Donald Goodridge
Director of Education and Secretary
Hamilton Board of Education
P.O. Box 2558, 100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. Goodridge:

We thank you for your support of the Canadian Education Association during 1994 by subscribing to our Information Service. Your subscription ends December 31 and we hope you have found it useful and will renew for 1995.

CEA is well aware of the economic constraints facing school boards. Last year, we did not raise the fee for the Information Service. For 1995, we have reluctantly been obliged to increase the fee slightly from 9.9¢ to 10¢ per student due to our rising production costs. This small increase works out to only \$1 for every 1,000 students. The minimum fee to subscribe to CEA's Information Service remains at \$345.

This past year we were pleased to send you multiple copies of many publications: five copies of the indispensable *CEA Handbook*; the information notes *The Downsizing Dilemma* and *Building Student Self-esteem: Creating a Positive School Climate*; as well as our regular publications *The School Calendar 1994-95* and the *Bibliography of In-House School Board Reports*. If you participated in the survey, the confidential report on *Salaries of School Board Officials* was mailed to you in the fall.

Three special reports on critical issues were also produced. Dr. Ross Traub's *Standardized Testing in Canada* describes how these tests are used to assess student achievement. *Decentralization: The Administrator's Guidebook to School District Change* by Dr. Dan Brown, examines school-based management. And, just in time for Christmas, you'll receive *The First 120 Minutes: A Guide to Crisis Management in Education* by Dick Dodds and Donna Swiniarski. This guidebook outlines the hows and whys of establishing a crisis communication plan and is filled with useful tips and practical appendices.

Our scheduled 1995 publication program is certainly enticing. It includes:

- 1995 *CEA Handbook*
- *Improving School Attendance* — Dr. Austin J. Harte of Memorial University looks at strategies for improving student attendance and includes attendance legislation in each province and territory.
- *The National Report of the Exemplary Schools Project* — This original research project administered by CEA and funded by the department of Human Resources Development Canada, was carried out in selected Canadian secondary schools and will document practices that improve the learning environment. The national study will help education policy makers at both the provincial/territorial and local school board levels deal more effectively with the challenges facing secondary schools.

...2

-2-

- *Evaluation of Academic Achievement in the Last Three Years of Secondary School* — Based on a national survey, this report by Dr. Lenora Perry Fagan of the Newfoundland Department of Education will describe how Canadian education is responding to the need for accountability and demands for formal ways of reporting academic achievement.
- *The Public Financing of Education in Canada* — In this update and expansion of his very popular 1987 book, Dr. Stephen Lawton of the Ontario Institute for Studies in Education will outline how elementary/secondary and post-secondary education are financed in Canada.
- *Dealing with Disruptive Behaviour* — will offer helpful strategies to deal with students in regular classrooms who disrupt the class with their inappropriate behaviour. It will be based on interviews.
- *Alternative Funding* — innovative measures schools and school boards are using to raise funds.
- And, of course, we keep you abreast of the latest developments in education with our *Newsletter*, the *News Bulletin*, and our quarterly magazine *Education Canada*.

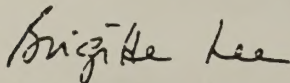
And don't forget, school boards subscribing to CEA's Information Service receive priority assistance with their queries. CEA's specialized library contains clippings, articles, reports, legislation and books on the latest educational issues. Our librarians are very knowledgeable about educational developments and would be pleased to help you with your questions.

You may wish to circle a few dates on your calendar right now. The 1995 CEA Short Course for Educational Leaders will be held in Banff, May 14-20, and looks at *International Experiences in School Reforms*. CEA's 1995 convention in Winnipeg, September 19-22, examines very practical issues under the theme *Education for Sustainability*. Your subscription to the CEA Information Service entitles any delegate from your board to a \$90 rebate on the convention registration fee.

We are again sending you a form that lists our scheduled publications in the coming year. Please indicate how many of each title you would like to receive up to your maximum. If you indicate less than your maximum and you later find that you need additional copies, we will be pleased to send you the balance. In addition, ISB receive a 25% discount on any bulk order (20 copies or more) of CEA publications.

Your support of the Canadian Education Association in 1994 is very much appreciated. We hope you will take the time now to renew your subscription. If we can be of assistance to you at any time, please let us know. We look forward to hearing from you in the near future and to serving you in the coming year.

Yours sincerely,



Brigitte Lee
Assistant Director

BL/bc
Att.

VOICE/FACTURE

N^o 35375

Mr. Donald Goodridge
 Director of Education and Secretary
 Hamilton Board of Education
 P.O. Box 2558, 100 Main Street West
 Hamilton, Ontario
 L8N 3L1

GST - TPS NO. R100763416

CANADIAN
 EDUCATION
 ASSOCIATION
 ASSOCIATION
 CANADIENNE
 D'EDUCATION

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 252 Bloor Street West
 Toronto, Ont. M5S 1V5
 (416) 924-7721



FAX (416) 924-3188

YOUR ORDER/VOTRE COMMANDE

RENEWAL

DATE November 22, 19

Subscription - CEA Information Service
 January 1, 1995 to December 31, 1995

40,614 X 10¢
 (number of students as of September
 or other convenient date)

Minimum fee \$345.00 (fewer than 3,500 students)

GST Nil

\$4,061.40

PLEASE RETURN ONE COPY OF THIS INVOICE WITH YOUR PAYMENT
 VEUILLEZ RETOURNER UNE COPIE DE CETTE FACTURE AVEC VOTRE PAIEMENT

RECEIVED
FEBRUARY 1962
U.S. DEPARTMENT OF
COMMERCE
WASHINGTON, D.C.

NO. 25775
FEB 1962

The following information was received from the Bureau of Economic Analysis, U.S. Department of Commerce, on February 1, 1962:

On January 31, 1962, the Bureau of Economic Analysis reported that the total output of the manufacturing and construction sectors of the economy was \$100.0 billion, or 1.1 percent below the level of the same month in 1961. This decline was due to a decrease in the output of the manufacturing sector, which was 1.2 percent below the level of the same month in 1961, and a decrease in the output of the construction sector, which was 0.1 percent below the level of the same month in 1961.

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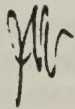
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Association française des
conseils scolaires de l'Ontario

DATE: le 1er décembre 1994

DESTINATAIRES: Membres de l'Association française des conseils scolaires de l'Ontario (AFCSO)
Directeurs de l'éducation, surintendants et secrétaires des conseils, sections et comités consultatifs de langue française

EXPÉDITRICE: Jocelyne T. Ladouceur 
Directrice générale

OBJET: Cotisation versée à l'AFCSO pour la période allant du 1er janvier 1995 au 31 mars 1996.

Lors de l'Assemblée générale annuelle de l'AFCSO en avril 1994, il a été décidé de modifier l'exercice financier de l'Association.

Cette décision a été prise afin de permettre à l'Association de mieux planifier ses prévisions budgétaires. Auparavant, l'Association devait engager des dépenses en janvier, février et mars, avant même de connaître la totalité de ses revenus pour l'année. Le nouvel exercice financier qui débute en avril permet une saine planification financière basée sur des données sûres et des fonds garantis. Évidemment, il faudra prévoir une période de transition pour passer de l'ancien exercice, qui se termine le 31 décembre 1994, au nouvel exercice, qui débute le 1er avril 1995.

C'est pourquoi **exceptionnellement** cette année, nous percevons une cotisation pour une période de quinze (15) mois, soit du 1er janvier 1995 au 31 mars 1996.

Tableau 1

Période de transition (3 mois)	Exercice financier 1995-1996 (12 mois)											
jan. fév. mars	avril	mai	juin	juil.	août	sept.	oct.	nov.	déc.	jan.	fév.	mars

La cotisation versée en 1995 couvrira cette période au complet:

- trois (3) mois de transition
- douze (12) mois pour l'exercice financier 1995-1996.

À compter d'avril 1996, la période visée par la cotisation sera de douze (12) mois, comme par le passé.

La formule de prélèvement demeure la même que celle de l'an dernier, c'est-à-dire:

- une cotisation de base pour les 100 premiers effectifs quotidiens moyens
- une cotisation par effectif quotidien moyen en sus de 100.

Le taux de cotisation est le même que celui de 1993 et de 1994. Soucieuse de la situation financière de ses conseils, sections et comités consultatifs membres, l'AFCO n'a effectué aucune augmentation. La cotisation de base demeure donc fixée à 750\$, tandis que la cotisation par effectif au-delà de 100 est maintenue à 3,75\$ l'effectif.

Le nombre d'effectifs utilisé pour le calcul est celui de septembre 1994, fourni par votre conseil. Ainsi, ce chiffre servira au calcul de la cotisation pour la période allant jusqu'en mars 1996.

Tableau II

Calcul type de la cotisation pour une section ayant 112 effectifs

Nombre d'effectifs au 30 septembre 1994: 112

Calcul de la cotisation pour douze (12) mois:

Cotisation de base pour les 100 premiers effectifs	750\$
--	-------

Cotisation par effectif au-delà de 100 ($12 \times 3,75\$$)	45\$
---	------

Cotisation pour douze (12) mois	795\$
---------------------------------	-------

Calcul de la part de la cotisation pour les trois mois de transition (du 1er janvier 1995 au 31 mars 1995:

trois (3) mois = .25 d'une année

$.25 \times 795\$ = 198.75\$$

Cotisation due pour la période de transition	198.75\$
--	----------

COTISATION TOTALE pour la période de quinze (15) mois, c'est-à-dire DU 1er JANVIER 1995 AU 31 MARS 1996	993.75\$
--	----------

Tableau 3

Période de transition (3 mois)			Exercice financier 1995-1996 (12 mois)											
jan.	fév.	mars	avril	mai	juin	juil.	août	sept.	oct.	nov.	déc.	jan.	fév.	mars
198,75 \$			795 \$											

Vous trouverez ci-joint le formulaire de calcul et de prélèvement de la cotisation pour votre conseil, section ou comité consultatif pour la période allant du 1er janvier 1995 au 31 mars 1996. Si vous aimeriez recevoir des clarifications supplémentaires, n'hésitez pas à communiquer avec moi au 1-800-267-1698 ou 613-745-3193.

Merci de votre collaboration et de votre appui constants.



Association française des conseils scolaires de l'Ontario

COPIE

COTISATION A L'AFCSO 1995-1996

Nom du conseil: **CÉd Hamilton**

PRÉLÈVEMENT DE LA COTISATION DU 1ER JANVIER '95 AU 31 MARS '96 / (15 mois)

Taux de cotisation:	Premier 100 effectifs quotidiens moyens résidents et non résidents	750.00\$
	Effectifs quotidiens moyens résidents et non résidents au-delà de 100	3.75\$ par eff.

<u>Calcul pour la période du 1er avril 1995 au 31 mars 1996</u>	
☐ Nombre d'effectifs quotidiens moyens résidents et non résidents inscrits dans vos écoles et modules de langue française au 30 septembre 1994.	
- au palier élémentaire	_____ (a)
- au palier secondaire	_____ (b)
☐ Total de (a) + (b) = (c)	_____ (c)
☐ Cotisation minimale de base de 750\$ pour les 100 premiers eqm - r & n-r Charge for first 100 students	_____ (d)
☐ Cotisation par eqm - r & n-r après les 100 premiers eqm - r & n-r à 3.75\$: (c - 100) X 3.75\$ =	_____ (e)
Charge for remaining students (380 X \$3.75)	
☐ Le total pour la période de 12 mois: (d) + (e) = (f)	_____ (f)
Charge for 12 month period	

<u>Calcul pour la période de transition du 1er janvier 1995 au 31 mars 1996:</u> 3 month Transition period	
☐ .25 X (f) = (.25 X \$2,175.00)	_____ (g)

☐ Cotisation totale pour 15 mois (f) + (g) = 15 month charge	_____ 2 718.75 \$
☐ TPS à payer (7%) (#R124019662)	_____ 190.31 \$
☐ Total à payer à l'AFCSO pour l'année 1995-96	_____ 2 909.06 \$

*Veuillez faire parvenir votre chèque dès que possible à l'AFCSO au 435, boulevard St-Laurent, bureau 211, Ottawa, Ontario, K1K 2Z8.

Réservé à l'administration :

AFCSO : _____ TPS: _____ Total: _____ Solde: _____

Please note: AFCSO is changing their financial year to March. These calculations reflect a 3-month transition period to March, 1995 plus a normal 12-month period of March 1995 to March 1996 (15 months)



THE ONTARIO EDUCATIONAL RESEARCH COUNCIL
CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES

252 Bloor Street West, Suite 8-200, Toronto, Ontario, Canada M5S 1V5
Tel: (416) 924-6982 Fax: (416) 924-3188



October 26, 1994

OFFICE OF THE

NOV 4 1994

Hamilton Board of Education
Box 558
Hamilton, Ontario
L8N 3L1

DIRECTOR OF EDUCATION

Dear Sir/Madam:

RE: 1995 Sustaining Membership Request and Annual Meeting Information

I would like to, first of all, thank you for your continued support to O.E.R.C. I know you see the tremendous need to maintain a form for classroom research in these fast changing educational times. Secondly, I have taken the liberty of attaching a membership renewal for 1995 and would ask that you return this with your 1995 membership fees to:

The Ontario Educational Research Council
c/o Canadian Education Association
252 Bloor St. W., Suite 8-200
Toronto, Ontario M5S 1V5

This continued support is both needed and greatly appreciated.

The Annual Meeting of the Ontario Educational Research Council is fast approaching. The election of Directors of this organization is held on Friday, December 2, 1994 at 3:45 p.m. Sustaining members of the Ontario Educational Research Council are invited to identify any of their employees as official delegates who may vote in the election of Directors. Official delegates must be registered at the conference. Sustaining members may select one (1) delegate for every \$275.00 (or fraction thereof) of annual membership fee paid. Delegates will be asked to identify their affiliation at the meeting.

Sustaining members of the Ontario Educational Research Council (O.E.R.C.) are invited to nominate a member of their organization to serve as a Director.

Directors participate in the ongoing work of the Ontario Educational Research Council which includes:

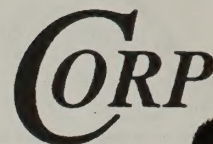
- organizing the Annual Conference,
- liaising with educational organizations in Ontario,
- reviewing grant applications,

...2



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-2-

- awarding grant monies,
- contributing to the O.E.R.C. Newsletter, and
- advocating and providing support for classroom based research at all levels of the Ontario educational system.

The election of directors is held on the first day of the Annual Conference. Nominees may address the Annual Meeting on Friday, December 2. Three or four minutes will be allocated for each speaker prior to the election.

Newly elected Directors will attend the first meeting of the Board on Saturday, December 3, 1994 immediately after the last session of the conference.

It is possible to nominate from the floor. However, to have the name printed on the ballot, please submit your nomination, by mail, prior to the end of November, to the Ontario Educational Research Council, c/o Canadian Education Association, 252 Bloor St. W., Suite 8-200, Toronto, Ontario, M5S 1V5.

We look forward to seeing your representative at the conference and, to receiving your 1995 membership fees. An application form for these fees has been attached.

Please return your membership application for 1995 to the same address. Cheques should be made payable to the Ontario Educational Research Council

Yours sincerely,

A handwritten signature in cursive script, reading 'J. W. Dilamarter'.

James W. Dilamarter
Membership Chair
O.E.R.C

JWD:bc
Attach.

ONTARIO EDUCATIONAL RESEARCH COUNCIL CONSEIL ONTARIEN DE RECHERCHES PÉDAGOGIQUES

SUSTAINING MEMBER

Our Board would like to enrol as a **Sustaining Member** of OERC/CORP for the calendar year beginning January 1995.

Name of Board: _____

Address: _____

City: _____ Province: _____ Postal Code: _____

Name of Chairperson: _____

Name of Director of
Education and/or
Secretary: _____

No. of Schools: _____

* A cheque in the amount of _____ is enclosed.

Please make cheque payable to O.E.R.C. and send to:

O.E.R.C.
c/o Canadian Education Association
252 Bloor St. W., Ste. 8-200
Toronto, Ontario M5S 1V5

SUSTAINING MEMBERSHIP RATES

1, 000	-	or fewer pupils	\$75	
1,001	-	2,000	\$125	
2,001	-	4,000	\$225	
4,001	-	6,000	\$325	
6,001	-	8,000	\$450	
8,001	-	10,000	\$550	
10,001	-	and over	\$725	**

GST #R107797599

* This item is GST free



CHRYSLER CREDIT CORPORATION FINANCIAL STATEMENTS

CONSOLIDATED BALANCE SHEET

As of December 31, 1999

Assets	Liabilities
Accounts receivable	Accounts payable
Investments	Notes payable
Property, plant and equipment	Other liabilities
Goodwill	
Other assets	
Total assets	Total liabilities

The accompanying notes are an integral part of these financial statements.

These financial statements were prepared in accordance with the accounting principles generally accepted in the United States of America.

The consolidated balance sheet as of December 31, 1999, and the consolidated income statement for the year ended December 31, 1999, are presented on the following pages.

The consolidated balance sheet as of December 31, 1998, and the consolidated income statement for the year ended December 31, 1998, are presented on the following pages.

The consolidated balance sheet as of December 31, 1997, and the consolidated income statement for the year ended December 31, 1997, are presented on the following pages.

The consolidated balance sheet as of December 31, 1996, and the consolidated income statement for the year ended December 31, 1996, are presented on the following pages.

The consolidated balance sheet as of December 31, 1995, and the consolidated income statement for the year ended December 31, 1995, are presented on the following pages.

Assets	Liabilities
Accounts receivable	Accounts payable
Investments	Notes payable
Property, plant and equipment	Other liabilities
Goodwill	
Other assets	
Total assets	Total liabilities

1994 11 10

DONNA CANSFIELD
President



MIKE BENSON
Executive Director

ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE, 18th FLOOR, TORONTO, ONTARIO M5G 1Y8
TELEPHONE: (416) 340-2540 • FAX: (416) 340-7571

November 8, 1994

Mr. Bert Allen
Chairperson
Hamilton Board of Education
P.O. Box 558
100 Main Street West
Hamilton, Ontario
L8N 3L1

Dear Mr. ^{Bert}Allen,

The Hamilton Board of Education's continuing commitment to belong to the Ontario Public School Boards' Association and work with other public school boards and trustees are key to strengthening Ontario's public education system.

In fact, your board's support is critical so that all public school boards remain united to present a strong, common voice on matters pertaining to Ontario's public education system. Next year is already shaping up to be tumultuous with the report of the Royal Commission on Learning expected at the end of this year, followed by the Minister of Education and Training's education reform package and a provincial election in 1995. As well, boards will be busy with the implementation of the Common Curriculum and the development of safe school and employment equity policies and, for some, the implementation of Junior Kindergarten.

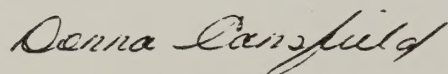
We're pleased to report that, on average, 1995 membership fees have been reduced by more than 3%. Regardless, the Hamilton Board of Education will continue to receive the high quality and timely services it expects from OPSBA through its initiatives to provide cost-recoverable and externally funded projects. During this past year alone, these have included the employment equity and restructuring guides and the handbook for school trustees. As well, your association has been a leader in the establishment of the Ontario Curriculum Clearinghouse. Recently, OPSBA set up a charitable organization and struck an organizational renewal task force to search for even more ways to deliver cost-effective services.

.../2



An invoice to renew your board's membership in the Ontario Public School Boards' Association is enclosed. OPSBA's 1995 membership guide, containing information on what you can expect from OPSBA in 1995 and our achievements during the past year, will be mailed to trustees at the end of this month. We look forward to working with you again in 1995 and, if you ever have suggestions as to how we can serve your board better, please feel free to contact me.

Yours truly,



Donna Cansfield
President

cc: Director of Education, OPSBA Director and Delegate

Note: Every effort has been made to ensure the accuracy of the OPSBA contacts at your board. However, should there be any changes to these contacts, please notify Gail Anderson, Associate Executive Director, at your earliest convenience.

ic\cansfeld\mem-inv.ltr



ONTARIO PUBLIC SCHOOL BOARDS' ASSOCIATION

439 UNIVERSITY AVENUE 18TH FLOOR TORONTO, ONTARIO M5G 1Y8 TEL: (416) 340-2540 FAX: (416) 340-7571

Chairperson

INVOICE TO:

Hamilton Board of Education

P.O. Box 558

100 Main Street West

Hamilton, Ontario

L8N 3L1

DATE: January 1, 1995	INVOICE NO: 30
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QUANT.	DESCRIPTION	AMOUNT
	1995 Membership Fee (Membership fee includes one subscription of Education Today magazine per Trustee)	\$ 60,839.00
GST Registration No. R107800344		
Terms of payment:		
Membership fees due January 31, 1995.		
Late payment subject to 1 1/2% interest charge per month, effective March 1, 1995		
</		

CHARTERED PUBLIC SCHOOL BOARD

The Charter of the Charter Public School Board is hereby adopted and shall be known as the Charter of the Charter Public School Board.

Section 1. The Charter Public School Board shall be a body corporate and shall have the right to sue and be sued, to acquire, hold, and dispose of real and personal property, to enter into contracts, and to do all such things as may be necessary or proper for the purposes of the Charter.

ARTICLE I	NAME OF THE BOARD
Section 1. The Charter Public School Board shall be a body corporate and shall have the right to sue and be sued, to acquire, hold, and dispose of real and personal property, to enter into contracts, and to do all such things as may be necessary or proper for the purposes of the Charter.	Section 2. The Charter Public School Board shall consist of seven members, who shall be elected by the voters of the Charter Public School District for terms of four years. The first election shall be held on the first day of January, 1991, and thereafter every fourth year on the first day of January. The members shall hold office until the first day of January following their election.

Section 3. The Charter Public School Board shall have the right to appoint and remove the Superintendent of Schools, and to determine the salary of the Superintendent. The Superintendent shall be appointed for a term of four years, and shall hold office until the first day of January following their appointment.

ARTICLE II	NAME OF THE BOARD
ARTICLE III	NAME OF THE BOARD
ARTICLE IV	NAME OF THE BOARD
ARTICLE V	NAME OF THE BOARD
ARTICLE VI	NAME OF THE BOARD
ARTICLE VII	NAME OF THE BOARD
ARTICLE VIII	NAME OF THE BOARD

TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Donald W. Goodridge
Director of Education and Secretary

Gayla Brock-Woodland
Public Relations Officer

RE: Annual Public Relations Report

REPORT CLASSIFICATION: Information

BACKGROUND:

In November 1993, the Board approved a 1994-1997 Public Relations Plan, including a recommendation that "the Public Relations Officer report to the Operations and Finance Committee, annually, in November." At the November 1994 Operations and Finance meeting the Board deferred this Report until January 1995.

The purpose of this Report is to provide an overview of our progress in meeting the goals set out in the 1994-1997 Public Relations Plan through implementation of programs included in that Plan. In addition, preparation of this Report provides an opportunity to refine the timelines, format and content of these programs to reflect changing priorities, resources, issues and opportunities.

It has been said that the planning process is similar to an airplane trip: Pilots file a flight plan but external forces mean they continually make adjustments to reach their destination.

To build on that analogy, the goals set out in the Public Relations Plan (Appendix II) for key internal and external publics have not changed. And, as reflected in the attached overview of Public Relations Plan Implementation and Updates (Appendix I), we are on target in our implementation of public relations programs to achieve these goals. We do, however, need to make a few "mid-course" corrections in response to external and internal factors. These factors, include:

Response to Parents and Public:

There has been a significant increase in parent and public inquiries (phone and correspondence) and requests. It is estimated that the Public Relations Department now receives 40 to 50 incoming calls per day. Phone traffic, for instance, has increased by approximately 50 percent. (We will be tracking these calls in 1995, please see details under Information Line, in Appendix I). These calls and letters usually require follow-up, such as preparation of documents, liaison with internal/external departments, organizations, individuals, and response (written and verbal).

Promotion of the Information Line, increased school system accountability to parents and public, increased interest in education, and decreased staffing across departments are all factors affecting increased volume of calls to the Public Relations Department.

Time spent in response to these inquiries is necessary and beneficial to the Board and its students through improved parent and public satisfaction and access to information. However, this increased volume also represents a significant time commitment for staff and decreases time for concentrated work on larger projects and tasks. This factor has affected implementation timelines for projects, such as the Board Information Package, Parent Communications Audit, Communications Needs Review (ESL) and the Recognition Program.

New Priorities:

In an era of rapid change, issues and priorities change virtually every day to meet emerging needs. In this respect, the Public Relations Department has integrated new organizational priorities and changes into the Public Relations Plan and daily activities.

This year, in response to increased parent, public and Board priorities related to safe schools, and dangerous/suspicious stranger incidents, the Public Relations Department has been involved in development of the Dangerous Stranger Protocol and in the development and implementation of a comprehensive communications strategy for Board initiatives included in the Safe Schools Report. The result is the integration of Safe Schools communication materials into current Public Relations Plan programs for parents, employees, general public and media.

On average, Public Relations Department staff time dedicated to duties associated with the Dangerous Stranger Protocol and resulting parent and school alerts is significant. Our estimate is that follow-up liaison with schools and police in tracking, reporting, response and communication on dangerous stranger incidents represents approximately 25 to 30 hours of Public Relations staff time each month. While this Protocol has been highly effective and critical in responding to these incidents and supporting student safety, we will need to continue to shift staff time to this area. This new priority has been reflected in implementation timelines for some of the Public Relations programs (as reflected in Appendix I).

Other priorities, including the development of assessment bulletins (e.g. *Our Report Card: Grade 12 Provincial Writing Test*); Common Curriculum communications strategy; and Smoke-Free Policy communications have been integrated into Public Relations Department activities and programs. In addition, support for Secondary Futures Report initiatives; and communications related to the Royal Commission Report will be integrated into programs and activities, as required, in upcoming months.

Public Interest in Education:

As education has risen higher on the public agenda (as evidenced by a recent Hamilton Spectator/CHCH TV poll which placed it second in the top three public issues in Hamilton-Wentworth) our need to communicate about education related issues, priorities and operational matters has also increased. In particular, the Public Relations Officer must respond to media requests and information needs on a more regular basis and within significantly shorter timelines. Media stories are developed at an ever-increasing pace, and involve increased contact with reporters outside the region. Schools also require additional counsel and support in media and public relations to ensure prompt, accurate and appropriate response to questions, concerns and requests for Board comment. Timelines for response have become shorter making dedication to fast and efficient sourcing of information and spokespeople a daily reality. This has had the affect of increasing Public Relations Department staff time in this area, while decreasing time available for concentrated work on longer term tasks and projects. As with those factors listed above, media and public relations has and will continue to affect implementation timelines for other projects.

New Opportunities:

In response to trustee interest in increased communication to the general public about the Board, its programs, priorities, fiscal management, new initiatives and progress in supporting student achievement, the Public Relations Plan has been revised in the area of the Annual Report and *Newsline*. *Newsline* will now be produced as a Board Meeting update to be circulated to staff, parent association and select external audiences.

As detailed in the Annual Report section of Appendix I, the Report, in 1995, will be targeted for a wider audience. This will include increased emphasis on information that directly addresses key general public areas of interest, while providing information critical to parents and to fulfil Ministry of Education requirements. A visually appealing, easy-to-read, magazine style document is planned, along with advertising support to allow for distribution to a broader cross-section of the community.

ISSUE:

To provide trustees with an update on Public Relations Plan implementation, including targets, progress and future directions.

RECOMMENDATION:

1. That the Annual Public Relations Report be received for information.

RATIONALE:

Continued implementation of programs included in the Public Relations Plan 1994-1997 will support the Board's Public Relations Policy (approved 1994) and its commitment to parent and public involvement and partnership, which, in turn, supports the success of our students, organization and operations.

Programs included in the Public Relations Plan 1994-1997 will reinforce our central focus on communication with audiences that have a strong impact on student achievement --- parents and employees.

Suggested revisions included in Appendix I, will allow us to adapt (within available resources) to new factors, as set out in the Background section, including: increased accountability with parents and the public; increased interest in education issues; support of safe schools and student safety priorities and initiatives; and the need for increased communication to the general public.

APPENDICES:

- Appendix I PR Plan Implementation and Updates
- Appendix II Quick Summary of the 1994-1997 Public Relations Plan

PR PLAN IMPLEMENTATION AND UPDATES

■ PARENT FACT SHEETS/ BULLETINS

TARGET (Year One 1994)

- develop six Parent Fact Sheets (bulletins) in consultation with Program Department, principals' associations, Home and School Associations and other stakeholders.

PROGRESS (Year One 1994)

- priority topics identified in consultation with above groups.
- *fact sheets completed, including: What is the Common Curriculum - Grades 1 to 9; Math: Grades 1 to 9; Mathematics for Today; Does Your Child Have Special Needs? (SEAC); Report Card: Grade 12 Provincial Writing Test.*
- fact sheets on Language Learning JK to 3 and Grades 3 to 6 are in progress with expected completion in early 1995.

FORECAST (Year Two 1995)

- as projected, six more fact sheets will be developed on the following topics: *(Elementary/Secondary Overview) Common Curriculum - What's Ahead; Common Curriculum Outcomes - How We Will Measure Student Learning (Grades 1 to 9); Report Card - Grade 9 Review; Safe Schools - Creating Safe Places to Learn and Work (JK to OAC); Computers - What are Students Learning (JK to OAC); Special Education - What You Want to Know (Resources and Services). Whom do I See? What Do I Say?; Welcome to our School* will now be integrated into the Board Information Package specific to grade levels (elementary/secondary).

■ INFORMATION RESOURCES LISTING

TARGET (Year One 1994)

- inventory brochures available from various Board departments to parents and public.

PROGRESS (Year One 1994)

- preliminary collection of department brochures (some outdated).

FORECAST (Year Two 1995)

- these resources will now be used in preparation of Board Information Package (please reference this section for more details)
- reference listing for brochures will be included in Board Information Package, for more information
- Board Information Package will be completed in April/May for distribution

■ BOARD INFORMATION PACKAGE

TARGET (Year One 1994)

- development of topics and brochures to create comprehensive Information Package on Board programs, services, policies and operations

PROGRESS (Year One 1994)

- design concept and outline of topics and content of the Package have been completed and writing is in progress
- this will be a premiere public relations document for the Board including comprehensive information on Elementary and Secondary level programs, services, policies and operations

- the publication will include over 125 information entries. Information will be organized under the following headings:

- Introduction
- System Overview
- Registration (Elementary/Secondary)
- The Calendars
- Programs
 - . Elementary School
 - . Secondary School
- Special Services for Students
- Parent Involvement
- Summer School
- Continuing Education
- Extra-curricular activities
- Policies of the Board
- Major Accomplishments of the Board
- Public Education in Ontario and Hamilton
- Index and Resources Listing

FORECAST (Year Two 1995)

- production is scheduled for May/June
- distribution with all Elementary students in September and through secondary schools' August timetable mailing
- the Elementary/Secondary parent calendars will be produced in a condensed 8 1/2 x 11 version to accompany the Information Package and allow for additional resources for production of the package
- distribution will continue to new residents and other General Public/Media audiences identified in the Plan

■ INFORMATION LINE

TARGET (Year One 1994)

- promote Public Relations Department Information Line to assist parents requiring response to questions, concerns and in accessing information, resources and staff

PROGRESS (Year One 1994)

- Information Line has been strongly emphasized in Board publications, particularly Elementary and Secondary Parent Calendars
- result is a substantial increase in calls from parents on the Information Line, and resulting response to information requests and need for guidance
- estimated increase of 50% in number of calls on Information Line. Initial tracking indicates that at least half of these calls are from parents.

FORECAST (Year Two 1995)

- in 1995, we will be tracking calls to establish satisfaction level of callers, effectiveness of the line, and source of calls.

■ ELEMENTARY /SECONDARY PARENT CALENDARS

TARGET (Year One 1994)

- develop editorial content and format in consultation with the program department, parent, principal and teacher federation associations

PROGRESS (Year One 1994)

- Elementary and Secondary Calendars have been developed for the past two years with strong participation by parents, principal and teacher associations
- the calendars have been evaluated by all of these groups, each year and their input has been used in establishing content and format
- positive feedback has been received by all groups
- through the Elementary and Secondary Calendars, we have increased communication to parents about strategies to support student learning at the elementary and secondary level and have improved parent access to information and resources
- these calendars have been emulated by other boards of education and have been recognized with awards of excellence

FORECAST (Year Two 1995)

- for this year only, to allow for distribution of the Board Information Package to all students, the calendars will be sized down to fit with the Information Package handbooks (see section on Board Information Package)

■ PARENT CONFERENCE

TARGET (Year One 1994)

- to develop an annual parent conference in partnership with Home and School Associations, teachers' federations and principals' associations
- conference would be held annually beginning 1995

PROGRESS (Year One 1994)

- a committee composed of groups mentioned is in the implementation phase to launch the first Parent Conference in May, 1995
- the Conference will be held on May 6 to coincide with Education Week
- the May date was selected in preference to November, 1994, to take advantage of heightened awareness and interest in educational issues during Education Week, and to avoid conflict with other events planned for November.

FORECAST (Year Two 1995)

- the Conference on May 6 will appeal to a broad cross-section of elementary and secondary parents
- workshops have been planned to target key areas of interest for parents
- the Conference will be supported by an aggressive communication strategy
- sponsorship to offset Conference costs is underway
- the theme of the conference is **Moving Forward Together: Helping Students Achieve**
- more than 20 workshops will be offered in addition to a keynote address by a professional speaker
- all workshops will be targeted to help parents and educators work better together by providing more information on school programs, priorities and resources as well as practical strategies for supporting student achievement in the areas of academic, social, emotional and physical development.

■ PUBLIC SERVICE ANNOUNCEMENTS

TARGET (Year One 1994)

- to develop education-focussed public service announcements highlighting important education issues and ways parents and public can support student achievement

PROGRESS (Year One 1994)

- 6 Public Service Announcements (PSAs) featuring Hamilton Board of Education staff were developed and produced in 1994
- the PSAS ran on local radio stations during Education Week in May 1994
- the theme of the PSAs was literacy, including parent topics and information on the importance and definition of literacy today

FORECAST (Year Two 1995)

- a similar series of PSAs will be developed to publicize the Parent Conference, planned for May, 1995
- the PSAs will publicize the Conference while reinforcing the significant relationship between parent support and student success.

■ STAFF WORKSHOPS

TARGET (Year One 1994)

- to develop in-service sessions for school leaders that provide skills and strategies for building: School-Level Public Relations Plans; and Effective Parent Communication and Involvement Programs

PROGRESS (Year One 1994)

- workshop sessions entitled *PR Planning - The Secret Formula; and Successful Students Through Parent Involvement*; as well as media relations workshops have been developed
- these workshops have been delivered to Elementary and Secondary Principals at area meetings and at principal staff development sessions. In addition, workshops have been conducted for Home and School regional and local associations and at a number of schools for staff members, as requested by principals.

FORECAST (Year Two 1995)

- a Media Relations workshop related to violent incidents, crisis and issues management will be developed, as detailed in the Safe Schools Communication Strategy. This workshop will be delivered to all elementary/secondary principals through area meetings
- other workshops listing in this section will continue to be offered to school leaders and staff members.

■ FROM THE DIRECTOR

TARGET (Year One 1994)

- to provide support to the Director in production of *From the Director* staff bulletins

PROGRESS (Year One 1994)

- * Public Relations Department has assisted in the production of ongoing *From the Director* bulletins
- * Special issues on Board restructuring, Social Contract implementation and staffing changes assisted in sharing information critical to effective organizational change
- * Consistent use of *From the Director* bulletin design received a positive evaluation from principal association representatives.

FORECAST (Year Two 1995)

- * will continue use of this format to improve communication with staff on important Board directions and issues.

■ QUICKFINDER

TARGET (Year One 1994)

- to produce an easy-to-use system directory

PROGRESS (Year One 1994)

- Produced the Quickfinder for the second year
- We continue to receive very positive feedback on the format and usefulness of this document, from staff and external audiences requiring a directory of Board departments and contact names and numbers
- Have reduced print run and refined distribution lists.

FORECAST (Year Two 1995)

- Continue production of this publication in its current format.
- Will conduct random survey of users to evaluate areas for improvement in 1995 issue.

■ PROFS/ COMMUNICATION CHANNEL STANDARDIZATION

TARGET (Year One 1994)

- to promote regular use of the PROFS system for information release and to review improvements to regular information channels

PROGRESS (Year One 1994)

- meeting held with principal associations to explore streamlined communication channels to staff
- feedback suggested:
 1. use of PROFS for immediate alerts re new information or issues for schools/staff
 2. use of *From the Director* bulletins (enough copies for posting was important) for more detailed communication related to organizational issues and new Board directions

3. follow-up calls to schools if PROFS .AK (acknowledgement) was unsuccessful

- as a result of the Dangerous/Suspicious Stranger Protocol our school recognition of urgent PROFS messages and follow-up call process has dramatically improved
- Public Relations department processes for circulation of staff, parent and public relations documents have been established and have resulted in a more effective and efficient delivery

FORECAST (Year Two 1995)

- will work with Superintendent of Administrative Services to explore coding of PROFS messages and increased standardization of information distribution procedures

■ EDUCATION WEEK

TARGET (Year One 1994)

- continued leadership in the co-ordination of Education Week system and school events

PROGRESS (Year One 1994)

- * Public Relations Department continued to provide leadership and support to the system-wide Education Week Committee in organization of events and activities at the system and school level.
- * This year's theme: "Literacy Comes Alive" allowed the Board to promote the importance of literacy today, as well as new definitions, standards and teaching strategies. A special public service announcement series, media and morning talk show segments allowed us to further publicize the Board's progress on literacy issues as well as special school events and board initiatives.
- * As in past years, committee members worked hard to ensure the success of mall displays and student performances, showcasing excellence in our school system.

FORECAST (Year Two 1995)

- * Education Week 1995 will be centred around the Parent Conference event, at the system level.
- * It will be suggested that school-level activities build on the "Helping Students Achieve" focus of the Parent Conference, by offering activities and information sessions that reinforce partnership with parents and practical strategies for parents in supporting student success.

■ BUDGET COMMUNICATION STRATEGY

TARGET (Year One 1994)

- to develop a streamlined budget communication program targetting key internal and external audiences.

PROCESS (Year One 1994)

- * Budget Estimates and Approved Budget Overview bulletins and releases were developed.
- * Budgetary restraints and the Board's reduction of \$16 million in expenditures were reinforced through a variety of communication channels, including media releases, staff bulletins, and speeches by the Chairman and Director to a number of internal and external audiences, such as parents, staff, the Chamber of Commerce, community groups etc.

FORECAST (Year Two 1995)

- * we plan to build on last year's initiatives by expanding media coverage through strategies pre-Budget media briefings and interviews (this is particularly important with electronic media).
- * staff bulletins, media releases and communication to business and community group audiences will continue.

■ SPEECHES PROGRAM

TARGET (Year One 1994)

- to assist in the identification and support of speaking engagements for the Board and senior officials with business, parent and service organizations.

PROGRESS (Year One 1994)

- * Public Relations continued to provide support to trustees and officials in the delivery of presentations to external audiences.
- * Particular attention was given to the reinforcement of key messages concerning Board priorities, budget restraints, program enhancements and response to issues of high interest to the public (e.g. safe schools, accountability, student achievement and partnership).

FORECAST (Year Two 1995)

- * Continued support will be provided in this critical area consistent with activities listed in the Progress section.

■ MEDIA RELEASES/MEDIA RELATIONS

TARGET (Year One 1994)

- increased emphasis on media releases and development of increased electronic media coverage

PROGRESS (Year One 1994)

- * Media releases were produced on a broad range of Board initiatives, policies, accomplishments, budget and budget reduction decisions, student and staff achievements etc.
- * these releases were successful in improving broader coverage of the Board and school activities. Specifically, we have expanded radio and television coverage by providing faster response to requests for Board comment on rapidly emerging events and issues, both within and outside the region.
- * increased counsel was provided to school and Education Centre staff in responding to media requests and information needs within shorter timelines to ensure prompt, accurate and appropriate response from schools and the Board.
- * elementary and secondary principals have received media relations training from the Public Relations Officer to improve our response to media needs.

FORECAST (Year Two 1995)

- * continued concentration on those areas of progress listed.
- * preliminary discussions have also taken place to explore a greater partnership between the Board and local Cable TV stations in education communication. Education programming is an expanding area of interest for Cable companies and viewers. This is an area where we can improve communication with parents and the community, highlighting student, staff and Board achievements, as well as providing new opportunities for showcasing student production capabilities.

■ COMMUNICATIONS NEEDS REVIEW (ESL)

TARGET (Year One 1994)

- to determine system needs for translated materials targeted for ESL parents that explain school programs, services, operations and procedures.

PROGRESS (Year One 1994)

- * meetings have been held with ESL teachers and the ESL and Equity Coordinators to develop a communication needs survey for staff and a representative sample of ESL parents.

FORECAST (Year Two 1995)

- * a communication needs survey will be circulated to ESL teachers, in February, to determine communication needs and collect samples of effective communication materials developed by schools, which can be refined and shared with other schools
- * a survey of a representative sample of ESL parents will take place in March/April in partnership with resource people in our multicultural communities. Key communication needs as well as preferred communication channels will be identified through this process.
- * we expect to produce the first in a series of communication materials for this audience by September 1995, in four or five languages.

UPDATES TO THE PLAN

■ PARENT COMMUNICATIONS STRATEGIES REVIEW

TARGET (Year One 1994)

- to develop a collection of best practices in the areas of parent involvement and communication programs within our schools and in outside boards.

REVISION

- due to the development and approval of the Parents and Community as Effective Partners Action Plan strategy, this program will be deferred. The Action Plan indicates that the Public Relations Officer will provide assistance in development of resource documents. To eliminate overlap, activities related to collection of best practices will be pursued within the context of this Action Plan.

■ RECOGNITION PROGRAM

TARGET (Year One 1994)

- to provide support to the Chairman and Director in recognition of staff and student excellence; and to co-ordinate a Quality Leaders Program.

PROGRESS (Year One 1994)

- the Public Relations department has supported recognition of staff and student achievements and volunteer contributions to our school system, in the following ways:
 - assumed leadership and responsibility for volunteer certificate and badge production for schools
 - co-ordinate Award of Excellence program
 - co-ordinate Outstanding Achievement Award process
 - co-ordinate and support Featured Performers program
 - ongoing media relations re staff and student achievements as listed in the media relations section
 - introduction of expanded sections on Student and Staff Achievements as well as Community Partnerships and Involvement, in the Director's Annual Report.

REVISION

- We will continue to support recognition programs for students, staff, volunteer and community, listed in the Progress section. However, the Quality Leaders program will be deferred indefinitely based on workload considerations listed in the Background section of this Report.

■ PARENT COMMUNICATION AUDIT

TARGET (Year One 1994)

- to develop a Parent Communication Audit to assess factors, such as: parent satisfaction with communication programs, information needs, preferred channels for information, etc.

REVISION

- Communication Audit is planned for late 1995
- this new timeline better meets the goals and objectives of Public Relations and Research Services departments. Given new projects and re-organization in both departments since the approval of the plan in November, 1993, it is necessary to adjust the implementation date. Also, implementation of the Audit, in late 1995, will allow for more recent data to be used in development of the next PR Plan. We will also have the opportunity to gauge the effectiveness of a greater number of the public relations initiatives included in the current PR Plan, as they will be in full implementation.

■ NEWSLINE

TARGET (Year One 1994)

- to develop an employee newsletter

PROGRESS (Year One 1994)

- due to department workload and shifts in staff time to meet new priorities (see Background section of Report) production was deferred

REVISION (Year Two 1995)

- we will develop an 8 1/2 x 11 format for Newsline, that can be produced rapidly
- this revised format will be designed to provide an update on Board Meeting decisions
- this publication will be released immediately following monthly Board meetings and will be produced in the Public Relations Department
- copies will be circulated to internal staff, Home & School associations, unions and federations, as well as select external audiences. This will increase communication and awareness of Board activities, progress, issues and new initiatives

■ DIRECTORS ANNUAL REPORT

TARGET (Year One 1994)

- continue to provide support in the production of the Annual Report, highlighting Board activities, priorities, accomplishments and new initiatives and issues.

REVISION

- in response to trustee interest in increased communication with the General Public, the Director's Annual Report will be produced in a revised format.
- the current format was a booklet that folded out to a poster for posting in schools and outside facilities. It was well received and was circulated to selected community leaders and organizations, in addition to internal audiences, parent groups and education partners.
- a Business Supplement was produced in 1994 and was featured in the Chamber of Commerce magazine with a message from the Director to the business community.
- this special Business Supplement was well reviewed.
- the new format will be a magazine-style document that will be targeted to a broader cross-section of audiences, including staff, parents and community and business. It will be mass distributed in this magazine-style format to increase our reach with general public audiences
- advertising support will allow for increased mass distribution
- the report will be written from the parent/public perspective addressing key areas of interest, while providing information that fulfils Ministry of Education requirements for an annual report.
- we will use advertisements in media and the Chamber of Commerce publication to support public awareness about this Annual Report as well as key areas of interest and Board accomplishments featured in the Report.

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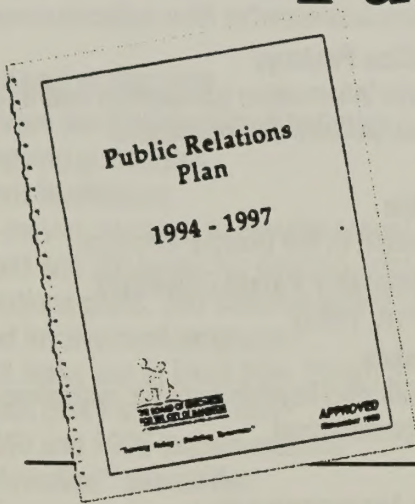
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QUICK SUMMARY

OF THE 1994-1997 Public Relations Plan



Improving communication between and among the many "stakeholders" of the Hamilton Board of Education is the overriding goal of the Board's Public Relations Plan for the years 1994 through 1997.

This Quick Summary is a brief overview of the Public Relations Plan.

You are encouraged to review a complete copy of the 1994-97 Public Relations Plan, which you may obtain from your supervisor, or by contacting the Public Relations Department at 521-2508.

The development of a planned and systematic two-way communication process will support the Board in its mission to educate children and adults. Specifically, implementation of the plan will:

- build stronger links between schools, parents, staff and the community;
- encourage parent involvement in the education process which will support student achievement;
- increase support and recognition of staff accomplishments to encourage teamwork, innovation and educational excellence;
- close the gap between parent public school experience and education today;
- increase student and staff pride in educational endeavours;
- increase public understanding of the Board's objectives, programs, resources and services; and the accomplishments of students and staff;
- develop cost-effective public relations/communications channels.

The PR Plan is the culmination of a review of current and past public relations strategies and programs of the Board; research on public perceptions of the Board and the effectiveness of communication programs; as well as a number of interviews and focus groups, involving 58 people who represented key internal and external audiences. The PR Plan was approved by the Board in November 1993.

The 1994-97 PR Plan is organized by the audiences it will address.

**Each of the PR programs in the full PR Plan 1994-97, include timelines and responsibility for implementation. The full PR Plan is available upon request, by contacting the Public Relations Department at 521-2508.*

PARENTS

☛ See pages 1 to 3 and 10 to 14 of the full PR Plan.

Summary of Evaluation Findings

Recent Board surveys indicate that the majority of parents are satisfied with our schools and would recommend Hamilton public schools for their quality education and excellent staff.

Schools benefit from parent involvement with curriculum enrichment activities and special school projects. However, parent groups want better communication on standards for student achievement and how students are evaluated. School newsletters, parents feel, provide good information about school events, but little information about what is taught in the classroom.



**THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON**

LE CONSEIL DE L'ÉDUCATION DE LA VILLE DE HAMILTON

The Board has not provided parents with a clear understanding of how it operates, what programs and services are available, how to address questions or concerns, teaching standards and staff accountability, what schools teach and why they use particular teaching methods, and how schools measure their students' success.

Many parents, according to research, need to be encouraged to approach teachers with questions about their child's progress in school. As well, teachers are viewed by parents as a key source of information about the quality of education and the instructional program. But our teaching staff, on the other hand, feel they need better, more timely, and ready-to-use information for parents.

Goals

- To increase parent involvement as partners in student learning.
- To better inform parents about learning standards, priorities, programs, services, procedures, information resources and student and staff achievements.
- To provide leadership in establishing effective home and school communication.
- To improve two-way communication with parents.

Planned programs

■ Parent fact sheets

- some 20 fact sheets, written in plain language will address critical parent information needs, such as explaining: programs, special services, standards for student achievement, new education initiatives, and how to evaluate report cards.
- fact sheets will also contain ideas for ways parents can support learning
- 1994, 1995 and 1996 publication dates

■ Parent Communication Audit

- survey to assess factors, such as: parent satisfaction with present communication programs at both Board and school levels, preferred channels for communication, parents' communication needs, and others
- 1994 launch

■ Staff Workshops

- held with school staff to present innovative and effective parent communication and involvement strategies to enhance school/home communication programs
- 1994 launch and 1995 implementation

■ Parent Communication Strategies Review

- a resource manual of the most effective and innovative parent communication strategies from schools and classrooms in Hamilton, and across Canada and the United States
- to be developed for use in all elementary and

secondary schools

- 1995 publication

■ Information Resources Listing

- inventory of brochures available to schools, parents and public
- 1994 launch

■ Board Information Package

- a comprehensive information package on Board programs, services, policies and operations
- 1994 launch

■ Information Line

- ongoing promotion of the Board's Info Line

■ Elementary/Secondary Parent Calendars

- (launched in Sept. 1993)

■ Parent Conference

- annual event featuring keynote speaker, workshops and area mini-conferences
- 1994 launch

■ Public Service Announcements

- 1994 launch

■ Recognition Program (see Employee Section)

- of parent volunteers, staff and students
- 1995 launch

EMPLOYEES

 See pages 3 to 4 and 14 to 17 of the full PR Plan.

Summary of Evaluation Findings

Some employee groups feel cut off from regular communication channels at the school level. Many employees feel that communication between the administration and staff at the department and school levels needs to be formalized and improved. They want more timely and honest information about Board decisions, priorities, new directions or changes to staff or procedures. They also want more opportunities for personal contact with senior officials and trustees to provide input on student needs, instructional programs, and resource management.

Public awareness of student and staff achievements and innovations in teaching strategies needs to be increased, according to many employee groups. In addition, many employees feel they not only require additional information resources, but they need help in developing effective communication programs with parents and the community, as well as ready-to-use materials.

Goals

- To broadly recognize the achievements of employees who reach the highest standards in education delivery, organizational management and service

for the benefit of students.

- To inform employees of directions, goals and priorities of the Board, openly and in a timely manner.
- To develop more formal communication channels.
- To improve decision-making and team effort through increased communication with employees.
- To provide increased support to employees in their communication with external audiences.

Planned programs

■ "From the Director" staff bulletins

- ongoing publication

■ Staff Workshops

- in-service sessions to provide school leaders with skills and strategies for building school-level public relations plans, and effective parent communication and involvement programs
- will make use of input from Parent Communication Audit (see Parent section)
- 1994 and 1995 implementation

■ "Newslines" newsletter

- an employee newsletter
- source of information about Board, staff, and education issues
- 1994 launch

■ Recognition Program

- a **Quality Leaders Recognition Program** to recognize outstanding employees, education leaders, individuals who have made a significant contribution to cost-efficiency or organizational development, and education supporters from the community
- 1995 launch

■ "Quickfinder" Directory

- launched in 1993

■ PROFS/Communication Channel Standardization

- make better use of PROFS system and other Board information channels for consistent and timely information releases to employees
- 1994 launch

■ Board Information Package (see next section)

- 1994 and 1995 introduction

ing more information about the management of financial resources, level of student achievement, employability skills of students, discipline, anti-violence strategies, and expectations for student learning. Hamilton taxpayers also feel they are not getting enough information about what is going on in education in their schools.

Goals

- To increase community understanding and support for the Board's mission and goals in educating children and adults.
- To increase understanding, in the community, of the Board's priorities, programs, learning standards, strengths, achievements, funding and fiscal management.
- To increase the use and effectiveness of the electronic media, and personal communication in providing the general public with information on education today.
- To encourage a "caring attitude" in interaction with the public.

Planned programs

■ Information Line

- ongoing promotion of the information line

■ Director's Annual Report

- special focus on student achievement, staff excellence and innovation in meeting student needs

■ Business supplement of the Director's Annual Report and a condensed version of the report for print media

- condensed version will target community publications
- 1994 launch

■ Education Week

- annually

■ Board Information Package

- a comprehensive package to highlight programs, services, policies and operations of the Board
- includes facts and figures, registration procedures, special education, transportation, discipline codes, tax support, how to address concerns, etc.
- 1994 and 1995 introduction

■ Media releases

- ongoing

■ Budget Communications Strategy

- late 1994 launch

GENERAL PUBLIC

☞ See pages 5 to 7 and 17 to 20 of the full PR Plan.

Summary of Evaluation Findings

A 1988 Board survey showed that the majority of public school supporters thought the schools were doing a better job today than when they attended school. In addition, a 1991 study revealed that taxpayers had a favourable impression of Hamilton public school education and that they are getting good value from it. However, the public is demand-

BUSINESS/SERVICE ORGANIZATIONS, GOVERNMENT

☞ See pages 6 to 7 and 20 to 21 of the full PR Plan.

Summary of Evaluation Findings

There is no formal communication program with

business, service organizations or government bodies to provide regular information on Board programs, services, standards, or student achievements etc. Business leaders have expressed a strong interest in more regular and informal opportunities to provide input.

Like other stakeholders, business leaders want more information about education standards and the ability of graduates to meet the demands of higher education and the workplace.

Goals

- To improve understanding of education today, and the Board's priorities in learning standards, fiscal management, programs, services, and achievements of students and staff.
- To establish two-way communication channels for input from business and service organizations in the delivery of education programs.
- Encourage, and show appreciation to business employers, service organizations, and individuals who support education initiatives, programs and students.

Planned programs

■ Special business supplement of the Director's Annual Report

- special condensed version to be published in a local business magazine
- focus on issues important to business, local government and service organizations such as: business education partnerships, programs that increase student employability skills, program development
- 1994 launch

■ "Newsline" newsletter

- distributed to selected businesses, service organizations and local government
- 1994 launch

■ Speeches Program/Input Sessions

- active identification and support of speaking engagements for Board officials

NEW RESIDENTS/ESL

See pages 7 to 8 and 21 to 22 of the full PR Plan.

Summary of Evaluation Findings

Some 15 per cent of Canadian immigrants make their home in Hamilton and almost 20 per cent of Hamilton residents speak neither of Canada's official languages as their first language. Consequently, a number of groups identified a need for better information programs for parents who speak neither official language as their first language.

For newcomers to the city, there are no targeted

information packages that can be distributed by newcomer clubs and real estate agents.

Goals

- To improve the information available to English-as-a-Second-Language (ESL) parents and to increase their involvement as partners in the learning process.
- To better inform newcomers about the strengths of public schools, and to answer their questions about enrolment procedures, etc.

Planned programs

■ Communication Needs Review

- determine needs throughout the system for translated materials for ESL parents
- 1994 implementation

■ Board Information Package

- 1994 and 1995 introduction

MEDIA

See pages 8 and 22 to 23 of the full PR Plan.

Summary of Evaluation Findings

Stakeholder groups believe the Board is not providing the media with information and opportunities for coverage of in-depth issues, such as teaching strategies, instructional program content, or funding and budgetary issues. Often media coverage is news and events driven.

Goals

- To support the media in accessing information on our school system.
- To improve print and electronic media coverage of education issues, staff and student achievements, programs, and new education initiatives.

Planned programs

■ Media releases

- increased emphasis on staff and student achievements and education programs and issues.
- ongoing

■ Media relations

- ongoing

Produced by the Public Relations Department.

Call Gayla Brock-Woodland, Public Relations Officer
521-2508 for more information.

Your feedback is welcome.

The Board of Education for the City of Hamilton

100 Main Street West, Hamilton, Ontario L8N 3L1

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Recycled Paper

1995 01 10

TO: The Chairman and Members
Operations and Finance Committee

FROM: P. Gillie, Superintendent - Administrative and Operational Services
L. Dixon, Manager - Technical Services, Project Manager I.I.S. Project

RE: Annual Report of Integrated Information Systems Strategic Plan

REPORT: Information and Decision

BACKGROUND:

1. The I.I.S. Strategic Plan has been in place since December 1991. In January 1994 the status of the plan was reported as still viable although behind by 12 to 18 months due to circumstances not anticipated in the planning process. The article "It's All In the Implementation" (Appendix F) gives us encouragement that we are not alone in our experiences amongst organizations trying to make significant changes in the way we work.
2. The Status Summary Table from the previous report is appended and updated to December 1994. (Appendix B)
3. The Strategic Plan Status Review Report appended describes the wide scope of this strategic plan beyond the three main systems and the significant accomplishments to date to support these systems. (Appendix A)
4. There are currently several groups carrying out work toward achieving technological implementation across our Board . There is a parallel between administrative and instructional goals. (Appendix D)
5. It is now time to recognize the I.I.S. Strategic Plan as part of the overall system goal and need to implement technological changes that support both instructional and administrative purposes.

ISSUE:

To update the Board on the Integrated Information System Strategic Plan and determine the Board support for a change in the focus of the plan.

RECOMMENDATIONS:

1. The Strategic Plan Status Review Report be received for information. (Appendix A)
2. The proposed budget be approved, subject to 1995 Budget Review. (Appendix E)
3. The goals for achieving Technological Implementation be approved . (Appendix D)
4. The I.I.S. Strategic Plan become one part of a System Technological Implementation Plan.

RATIONALE:

1. The Strategic Plan Status Review and Status Summary Table report on the progress of the three main parts of the I.I.S. Strategic Plan. The Status Review Report links the three Systems (E.I.S., F.I.S., S.I.S.) to the technical infrastructure required to support the implementation of the Plan. This level of support is essential to implementation and must also be understood as part of the Plan.
2. The Budget Summary details the expenditures targeted to advance the Plan in 1995. The focus is on the Financial Information System through the purchase of financial systems (software) , equipment (workstations) and training. It is expected that the Reserve and Transition Assistance Fund will also be fully used during 1995.
3. A collective and coordinated approach is critical. With limited financial and human resources it is imperative that common standards be adopted across all systems and processes. All must insure that expenditures are for improvement to the system. We must avoid as much as possible expenditures to patch parts that are not compatible. To get the most from our technological resources we must put our people first. This means an emphasis on developing new skills in the way we work and learn.
4. The I.I.S. Plan can no longer be separate from system initiatives for information and communication technologies. The amalgamation of instructional and administrative computers over the past year and a half highlights this fact.

APPENDICES:

Appendix A	Strategic Plan Status Review Report
Appendix B	Status Summary Table
Appendix C	Trustee Communication Report - Online Systems
Appendix D	Technological Initiatives
Appendix E	1995 Proposed Budget
Appendix F	It's All In The Implementation - Information Week December 12, 1994

Report prepared by:	Len Dixon, Manager Technical Services, Project Manager I.I.S. Project
Submitted by:	P. Gillie, Superintendent- Administrative and Operational Services
Approved by:	I.I.S. Project Team Senior Management

INTEGRATED INFORMATION SYSTEMS

The purpose of the IIS strategic plan is to " develop, implement and maintain shared Board-wide systems that provide accurate, timely and reliable information to meet the needs of all clients " (from IIS Strategic Plan, January 1992)

STRATEGIC PLAN STATUS REVIEW

December 1994

1947

The following is a list of the names of the persons who were present at the meeting held on the 1st day of January, 1947, at the residence of Mr. J. H. Smith, 1234 Main Street, New York, New York.

MEMBERS PRESENT

Mr. J. H. Smith, 1234 Main Street, New York, New York.
Mr. J. H. Smith, 1234 Main Street, New York, New York.
Mr. J. H. Smith, 1234 Main Street, New York, New York.
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Mr. J. H. Smith, 1234 Main Street, New York, New York.
Mr. J. H. Smith, 1234 Main Street, New York, New York.
Mr. J. H. Smith, 1234 Main Street, New York, New York.

1948

MEMBERS PRESENT

Mr. J. H. Smith, 1234 Main Street, New York, New York.
Mr. J. H. Smith, 1234 Main Street, New York, New York.
Mr. J. H. Smith, 1234 Main Street, New York, New York.
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Mr. J. H. Smith, 1234 Main Street, New York, New York.

The following is a list of the names of the persons who were present at the meeting held on the 1st day of January, 1948, at the residence of Mr. J. H. Smith, 1234 Main Street, New York, New York.

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Members of I.I.S. Project Team

Bob Chapman	Program
Len Dixon	Project Manager
Joyce Ferguson	Finance
Catherine Fitzpatrick	Programming Supervisor
Pat Gillie	Superintendent
Paul Gordon	Schools
Denver Haynes	Administrative Services
Vince Meli	Human Resources
Daryl Sage	Finance
Sylvia Scarrow	Human Resources
Keith Seguin	Plant
Ron Watson	Schools

Secretarial Liaison Committee

Marilyn Bratkovich	Lower City Office
Mary Davis	Memorial
Ruth Honda	Parkview
Jacquie Howard	Glendale
Val Jas	King George
Irene Johnson	Sherwood Secondary
Debi Messenger	Ryerson
Shirley Morley	Pauline Johnson

● Introduction

This report reviews the status of various components of the IIS strategic plan. The components cover a wide area of topics and each may be measured in the sense of 'end results'. Two other components that require note are the Budget and the Schedule.

These two components were set in the strategic plan and approved in 1992. From the very outset, the Budget and the Schedule have not conformed to the Strategic Plan resulting in significant changes and adjustments in both 'what is done' and 'when it is done'. 'What' has become less and sometimes different, 'When' usually means later. Criticisms and questioning have become the norm, causing concern and disillusionment among members of the project team and others involved in project tasks.

From the first major impact of the dismantling of the IMS section and the elimination of the Superintendent position during the 1992 downsizing, the expectations of this project have never been realigned with the realities of events occurring around it (see section E page 14). All are events that have had continual negative impact.

The 1993 IIS Budget (see page 19 of the strategic plan) was reduced by over \$400,000. The 1994 Budget was reduced a like amount. These reductions were a result of prevailing conditions and the need for them was fully understood by the project team.

The difficulties in the first year of the schedule caused the project team to realign some of the budget more towards application development and away from hardware acquisition. However, from the approval in January 1992 until early 1993 very little was accomplished. The project schedule was over a year behind schedule with very little possibility of recovery.

Despite the difficulties with the Budget and Schedule, the project team and others involved with project tasks have pressed on. This status report shows the results of work that has been accomplished and the progress made. There have been no celebrations of successes or improvements, but there is still a commitment to the strategic plan and a hope for continued support towards the work of the project.

After presentation of this report at an IIS project team meeting, it was suggested that a glossary be added to assist the non-technical reader through the Technical Section. While this section may appear somewhat cryptic, to exclude it from the report would be to ignore a very significant and complex component of the IIS plan.

12-00000-0000

The first section of the report discusses the importance of the 12-00000-0000 project and the need for a comprehensive study of the project's impact on the community. The second section discusses the methodology used in the study, including the data sources and the statistical methods used to analyze the data.

The third section discusses the results of the study, including the findings on the impact of the project on the community. The fourth section discusses the conclusions of the study and the recommendations for future research. The fifth section discusses the limitations of the study and the need for further research.

The sixth section discusses the implications of the study for the community and the need for further research. The seventh section discusses the conclusions of the study and the recommendations for future research. The eighth section discusses the limitations of the study and the need for further research.

The ninth section discusses the implications of the study for the community and the need for further research. The tenth section discusses the conclusions of the study and the recommendations for future research. The eleventh section discusses the limitations of the study and the need for further research.

The twelfth section discusses the implications of the study for the community and the need for further research. The thirteenth section discusses the conclusions of the study and the recommendations for future research. The fourteenth section discusses the limitations of the study and the need for further research.

The fifteenth section discusses the implications of the study for the community and the need for further research. The sixteenth section discusses the conclusions of the study and the recommendations for future research. The seventeenth section discusses the limitations of the study and the need for further research.

The eighteenth section discusses the implications of the study for the community and the need for further research. The nineteenth section discusses the conclusions of the study and the recommendations for future research. The twentieth section discusses the limitations of the study and the need for further research.

Part A - Project

- **Application Development & Upgrading**

EIS - Employee Information System

Database

Most development effort has been directed towards the Employee Information System. The code to support this system is around 90% complete (there are over 100 screens for maintaining and viewing information in the system). Present efforts are geared towards finalizing the data in the system in order to prepare for the Payroll module of the system that is functionally part of the Financial Information System. One of the keys to understanding the structure of such a system is to know that 80% of the overall effort is expended on the part of the system that maintains employee data (employee data is now organized in a *relational database*). Once this is complete the system is ready to supply the data that is required to support a Payroll System.

On-line System

In addition to the normal processing functions associated with employee information, all input functions have been converted to on-line transactions. Data will be entered at the point closest to the origin of the information thus eliminating the need for many forms and paper transactions. An example of this is the entry of employee absence data in schools and departments. Although some paper is still circulated, this will be reduced as the system is relied on more and more as the source of information. During the next phase of implementation schools and departments will use the system to record assignment information for all staff.

Future Uses

With the system containing all assignment, experience and qualification data the staffing process will be supported as Superintendents and Principals will have immediate access to this information, resulting in improved decision making.

One of the main features of the system is that all variables and rules are part of the system database. This means that items such as income tax tables, rates of pay and fringe benefits are maintained on-line by client departments thus reducing the amount of maintenance programming required when changes take place.

Some of the major components of the system are:

- Personnel Records Management
- Job Inventory
- Work History
- Qualifications
- Staffing
- Accident Reporting
- Absence Recording

FIS - Financial Information System

The major effort that will be required to install the Financial Information system in terms of application development has not been started.

Changes have been made to the existing system and processes to improve the quality and access to data. Daily processing is now routine and schools and most departments are now able to access their account information on-line. This second point has led to a significant decrease in report production and distribution.

Work continues on the preparation of a document and process that will be used to approach possible vendors of packaged software and application development.

Plans are underway to install a local area network in the Finance department as a prelude to system development. At the same time a pilot project is being initiated to download General Ledger information to a file server to provide local access and report printing in the Finance department. A PC based tool will be used to store, extract and print the information to support the budget process in the meantime.

SIS - Student Information System

Apart from general maintenance work there have been two significant developments in the student system. One is a pilot project in one Secondary school (Sir J A MacDonald) that downloads student information to a PC and allows the school to conduct all attendance processing at the school level. It is expected that this pilot will be finalized and the process will be used in all schools. This will result in a significant decrease in workload in the school related to attendance and also significantly reduce the load on the mainframe in the first two hours of the day.

The other development is quite possibly one of the most significant functions yet installed on the mainframe even though it involves only two or three screens. When a student wishes to make a timetable change Guidance counselors view the student's timetable on-line and enter the new course codes that the student wishes to take. The system automatically generates a number of possible timetables and the Guidance counselor chooses the most suitable, taking into account student need and class loadings. All class loadings and changes to the student record are automatically updated and a new timetable may be printed in the guidance department immediately. This process is in use by all Guidance Counselors. This has changed a 20 minute process to a 2 minute process.

Work has begun in the Program department on the new report card format for Grade nine. Due to workload constraints, Computer Services has not been able to offer much help on this project other than providing the means to get the necessary software package onto school PC's.

● End user tools

Tools that are placed in the hands of the client in order for that client to extract and manipulate information from a central database at their desk.

QMF (Query Management Facility)

A mainframe tool has been installed that allows clients of the Employee system to query and extract information from the database on-line. Reports can be defined and produced in minutes rather than days. Although a few staff members have become competent in its use, further training is required in many areas. This tool will be extended to other systems as they are updated.

Downloading

A significant amount of information is now downloaded to PCs for a number of applications. As well, most data sent to outside agencies (OUAC, CPP, Revenue Canada, Credit Union, Banks) is downloaded and sent by diskette or electronically transmitted.

Information downloaded is used for many purposes:

- Student related lists and forms
- Labels and form letters
- Squares report
- Statistical analysis



Part B - The Desktop

• Microcomputer Hardware

Workstations

Virtually all staff (excluding teachers) now have a workstation and the vast majority of these are part of the city network. There are over 700 workstations in administrative use with approximately 300 being much older technology. These workstations will eventually need to be replaced in order for all staff to work with common software. Most of the workstations in school offices are new 486s. Older equipment has been moved to guidance counselors, ESL offices, LRTs, CO-OP and in the Secondary schools to Site Leaders.

The Human Resources department and the Purchasing department have been upgraded with equipment (386s) from the training centre and Computer Services as Computer Services was upgraded with 486's. This was done to provide commonality of software in the departments. Plant department has six new 486's for setting up blueprint images for access from a central microcomputer. Twelve new 486's were installed in the Finance department. One workstation has been installed in the trustees office. Site Leaders have also been included as older technology machines were displaced from school offices. These older machines provide site leaders with the basics and also access to PROFS.

The IIS strategic plan specified 448 new workstations (see page 17 of Strategic Plan). To date approximately 350 have been acquired through the IIS budget and also from the Computer Services rentals budget.

Printing

Virtually all staff now have access to a Laser printer. There is a significant problem in Elementary schools in sharing one laser printer as cabling has to be supplied to connect offices. The presence of asbestos in some schools forces us to supply a second laser printer as it is cheaper than getting around the asbestos problem. Printers in the Secondary schools are networked and therefore all staff members may print to any of three printers.

Secondary school guidance counselors access a common application specific printer for printing student timetables.

A study is underway to consolidate the printing functions of the Printing department and most mainframe based printing in Computer Services. New technologies have arisen that will allow us to reduce the number of preprinted forms and use more standard paper sizes thereby reducing cost and also handling.

● Microcomputer Software

Tools

The main products now supplied for all new workstations are Microsoft WORKS and Microsoft PUBLISHER (these two products are supplied free to the classroom by the Ministry). Microsoft EXCEL and Microsoft WORD are in use at the Education Centre. A site license is currently being prepared with Microsoft for the use of Microsoft WORD on all workstations. Other significant products in use in specific areas are Microsoft ACCESS (a database tool), Aldus Pagemaker (desktop Publishing), MAPINFO (a mapping tool), CorelDRAW (graphics) and SPSS (a statistical tool). AutoCAD is being implemented in plant as well as a document storage and retrieval system.

Communications

All workstations are equipped with terminal emulation software in order to connect to the mainframe. Clients may be connected online to both the PROFS system and a production application system simultaneously. The new workstations have the added benefit of having the capability of cutting and pasting information within sessions. Although it is used very little as yet, any file may be transferred from one person to another via PROFS. More training is required before this feature can be used widely.

Operating System

Various versions of DOS are in use on the older systems. DOS with WINDOWS is used on newer systems and OS/2 is used on the newest systems. One of the major benefits of OS/2 is that we can install both old and new software on the machine prior to installation. When the machine is installed the client can continue to work under the old software setup. After training the machine is quickly and easily changed to the new setup and the old software may be deleted. The newest systems also incorporate networking and on-line access in the same interface as the software mentioned above.

When new machines are delivered they are capable of starting both the old and the new software setups. This allows training to take place to suit the client without affecting the installation schedule.

Training

All training sessions are presently conducted at 220 Dundurn. Sessions are three hours in length with some topics having multiple sessions. Sessions are offered in PROFS, WORKS, WORD, EXCEL, PUBLISHER, DOS and OS/2. Training is virtually continuous at the training centre with infrequent training one-on-one at a client's desk.

Training for SIS is conducted by Computer Services as needs arise. Human Resources staff conduct training for the Employee System and Finance staff for the Financial systems.

As yet there is no budget to conduct training for teachers although a significant number of teachers attended training sessions during the summer with enthusiastic feedback. Consideration is being given to night classes with the instructor being paid night school general interest course rate.

Part C - Communications

- **Electronic Mail**

PROFS

PROFS (Professional Office System) is the current electronic mail system. CC Mail is under investigation for local area networks. There are currently over 500 PROFS clients and this number is growing weekly. The next large group that will be addressed are the computer site administrators in all schools. Trustees have also been given access to PROFS.

Special distribution lists are developed and maintained by Computer Services to allow clients to distribute mail to everyone on the list at one time.

The amount of PROFS traffic has increased dramatically over the past year leading to complaints from some schools regarding the *amount* of mail being received. Guidelines are required to address this issue.

Comments from the system regarding PROFS are extremely positive. Schools are using the system to communicate with one another when they have requirements or surpluses of supplies, books or equipment. In addition they communicate warnings with regards to loiterers and strangers. All Human Resources job postings are issued via PROFS.

- **Networking**

A 'network' in terms of this report is a number of interconnected computers. Outside our buildings, the interconnection is supplied by Bell Canada through their data communications network.

City

A network connects all school sites and the Education Centre. This network runs on Bell Canada high speed digital circuits. This network was upgraded from much slower analog circuits in 1993 at a cost that is nominally lower (due to competition). Only one other Vendor offered to price our configuration (Motorola) and they eventually declined.

Wiring

As part of the project to upgrade phone systems, staff worked together to incorporate computer network wiring into the project. As a result wherever there is a phone jack in our school system there is a jack for connecting into the computer network. Nearly all workstations in schools are now connected to this cabling. Education Centre workstations are being converted as time allows. Plans are being formulated that would see the classrooms wired in the same way.

Asbestos continues to be a significant problem in some schools and has delayed the completion of this part of the project by over a year.

Schools

Local area networks have been installed in all Composite Secondary School offices except SAM and Vanier, where wiring has been delayed due to asbestos. The network installation began in January 1994 (SJAM) with four Computer Services staff in the school office effecting the switch over. This took one week. By the fourth school this had been reduced to one day and two staff members. The server in the school acts as a communications gateway back to the host system at the Education Centre. Also the server will be used by all office staff to share files. Research is underway to connect classroom networks to the server.

Elementary schools do not have local area networks. The cost of over seventy file servers (\$750,000+) makes this a large step and a priority. It is hoped that this can be addressed starting in 1995 with one central file server in the school being used by the office, library and classrooms.

Education Centre

Local area networks are now operating in:

- Minutes (installed prior to IIS)
- Plant
- Administrative Services

Four staff members in Human Resources have been incorporated into the Administrative Services network. Using the Administrative Services server they are able to access the Parklane accident reporting system concurrently from both the sixth and fourth floors.

In Administrative Services this network is now used to share files by those who are working on a common job. This can considerably reduce the time in producing a report like the accommodation report.

Work is now underway to install a local area network in the Finance department.

Information Highway

There is extreme pressure to provide access to the various networks that exist as part of what has become known as *'the information highway'*. The main networks are:

- ONET - Ontario Universities and Colleges
- GONET - Government of Ontario
- ENO - Education Network of Ontario
- Internet - World wide network

ENO is presently under construction and is part of the program announced by the Minister of Education earlier this year for assisting school boards in connecting to the information highway. ONET is connected to Internet and GONET is connected to ONET. ENO will be connected to one or the other and therefore will be able to access Internet.

It is our plan to connect to ENO from the Education Centre via a router and thereby provide network connections to all locations through our existing city network. While these networks have no usage fees, it must be remembered that connection services are provided by communication carriers like Bell Canada and costs can be significant. The connection is not just a common phone circuit as it must have the capability of handling numerous (even hundreds) of concurrent users. Costs to this board for access to the information highway will be thousands of dollars per month if fully implemented in all schools. Without a plan costs could be even higher.

Dial-in Access to Mainframe

Since August 1992 we have had the capability of accessing the mainframe through a dial-up facility. The system is capable of handling up to 8 concurrent users. PROFS is the only service provided through the facility as there are concerns related to security and freedom of information if our production systems are accessed from private residences. The present guideline is that only summary information be accessible from production systems and only for those authorized.

The first section of the document discusses the importance of maintaining accurate records. It emphasizes that proper record-keeping is essential for ensuring the integrity and reliability of the data. The text also mentions the need for regular audits and updates to the records to reflect any changes or corrections.

The second section describes the various methods used to collect and analyze the data. It details the procedures for data collection, including the use of surveys, interviews, and observations. The analysis section explains how the collected data is processed and interpreted to draw meaningful conclusions. It also discusses the challenges faced during the analysis process and the steps taken to overcome them.

The third section provides a summary of the findings and conclusions of the study. It highlights the key results and discusses their implications for the field. The text also includes recommendations for future research and practical applications of the findings. The final paragraph concludes the document by reiterating the importance of the study and the value of the information presented.

Part D - Technical

- **Mainframe Development Tools to Support IIS**

DB2

This tool was installed in 1993. It is the relational database tool that allows us to store information in a way that provides easy access, low maintenance when requirements change and improved data security.

CSP

This tool was also installed in 1993. It is the programming tool used by programmers to develop on-line screens that interface to relational databases.

Significant indoctrination and training has been required for Computer Services staff to begin to fully utilize these new products.

- **Mainframe Hardware**

CPU

The mainframe memory and processor were upgraded in 1993. Before the upgrade, system load for on-line transactions was as high as 30,000 per day. A transaction is when a person signed onto a system requests a screen of information or having requested the information, updates the information. Proof of the growth in use of the systems is the fact that we are now reaching 80-90,000 transactions per day. So far the CPU is coping well but our intention is to move some processing off the CPU onto PCs (attendance is one example). The goal is to keep the CPU transaction load manageable until mid 1996 when we have to make a decision with regard to further upgrades. In 1996 the lease will expire on the current CPU. At that time it will be critical to make the correct decision regarding keeping the current CPU and upgrading it or to acquire what is invariably newer technology.

The problem is the same as we face in automobile trading. Should we spend an amount of money on repairs hoping that we can 'make it last' for another two years, or should we buy new ? If we defer and 'make it last', what will we eventually have to address in terms of cost when the decision to replace has to be made.

Storage

The disk drives of the mainframe contain all of the boards information databases. While present storage is adequate, the growth curve is steadily upward. Current trends in the industry are for copying data from PCs to the mainframe for backup and security. There is an element of risk in distributing data to remote networks without providing rigid backup procedures and services to protect the data from accidental loss. This is essential to an enterprise-wide corporate system.

Communication system

The present communication front end (a RISC computer) handles all of the communication traffic on the city network. It is the traffic cop between the CPU and the schools. Connected to it are 12 high speed digital modems through which all school traffic flows off the Bell network. The 8 dial in ports are also attached.

This system should be able to handle our needs into the foreseeable future. However, if classroom students begin using the network in a significant way, the number of high speed modems presently being shared would have to be increased.

● Mainframe Operating Systems

Note: Upgrades and maintenance of these operating systems may only be carried out during non working hours. Some upgrades take months of effort.

VM/ESA

The prior operating system was referred to as VM for Virtual Machine. The new operating system is known as VM/ESA or Virtual Machine, Enhanced Systems Architecture. This extremely sophisticated operating system allows us to run multiple copies of our 'working' operating system (VSE/ESA) at one time. This allows programmers to write and test programs in a separate test environment while production systems are running. The programmer can cause any amount of problems within the test environment without fear of impacting production systems that are running in their own area. The operating system will allow us to take advantage of any amount of memory that we could conceivably acquire. Upgrading of this system was completed earlier this year.

VSE/ESA

This is the main operating system for production systems (e.g. SIS, Payroll). It is presently being upgraded to the full ESA level so that we can take full advantage of the ESA upgrade in VM. The basic underlying reason for all of this is to allow faster processing of more concurrent tasks thereby keeping response time to a minimum (no more than 2 seconds max, sub 1 second optimal).

Note: The system support Programmer recently approved as part of the Administrative Services reorganization will be devoted to the mainframe operating systems. It is an extremely complex assignment that usually requires a University degree in Computer Science specializing in Operating Systems.

Part E

• Events Impacting Schedule

Budget

Almost immediately following the approval of the IIS strategic plan in January 1992 the IIS budget was significantly reduced. There was limited communication with the project team on this issue leading to questions in some of the team members' minds as to the priority of the project and the commitment it was receiving. The project budget has never been realigned with the strategic plan raising the question as to whether the strategic plan should be reviewed. It would certainly seem advisable as expectations of the project have certainly never been reduced.

Reorganization

In 1992, during downsizing, the IMS department was disbanded and the superintendency eliminated. From that time until the appointment of the present Superintendent and the creation of the Administrative Services department the project had no sense of direction or priority. It is perceived that the reductions made to the project budget during this time might well not have been made had the project received Senior Management representation.

Another significant development has been the amalgamation of the administrative and classroom computer functions. When the amalgamation took place there were two permanent and three temporary technicians at the Briarwood facility. The three temporary technicians were eliminated at the end of 1993 due to budget pressures. Recently one of the permanent technicians resigned. The additional pressures this has placed on Computer Services staff obviously impacts the IIS project.

Additional priorities

Significant programming effort was required to make the necessary changes to the SIS as a result of '*transition years*'. This continues to present a problem as schools modify their overall timetable structures to implement new grade nine models.

The proposal of a realignment of the financial year to coincide with the school year has not yet materialized but would certainly cause further difficulties if legislated.

Significant additional programming effort has been required on the current Payroll systems to accommodate social contract issues, changed benefit plans, switching all OCTU staff members that were monthly to biweekly and changing teacher payrolls from 10 pays to 12.

Current maintenance demands of the SIS are consuming approximately 1.5 programmers. During this development period, one of the three programmers was lost due to a maternal leave and recently one of the programming positions has required replacement causing additional disruption.

Social Contract & Downsizing

The project has seen significant impact from these issues in terms of delay. Many of the Human Resources staff that have responsibilities to the project in terms of startup and data verification have not had the time necessary to complete these tasks as a result of having to cope with the huge administrative workload associated with Social Contract issues.

Overtime

Normal operation of a computer centre requires staff to work overtime. Certain development work cannot be conducted during normal production hours and when delays occur due to events like those listed above, overtime has historically been used to catch up.

The blanket decision to eliminate overtime has impacted the project. With a shortage of staff there is no sense in having staff accumulate time off in lieu of payment for overtime.

Glossary

386, 486	The identifier or name (short form) that is given to the main processor chip of a personal computer (i.e. 80486).
backup	The process of copying data to ensure that copies exist in the event the original copy is lost.
CC MAIL	A local area network electronic mail system
CPU	Central Processing Unit. The main component of a computer, akin to a motor in an automobile.
disk drives	Devices that store data electronically on spinning metal disks.
DOS	Acronym for Disk Operating System, the basic program that starts the computer and loads other programs into the computer.
EXCEL	An advanced level spreadsheet program.
File Server	A central computer which stores files of data for access by other computers on a network.
front end	A term used to describe the component of a mainframe system that manages electronic communications on the network.
Laser printer	Printer that uses laser technology to produce printed material of very high quality including graphics.
Mainframe	Large scale computer system that is used to process centralized systems and retain centralized banks of information.
OS/2	An advanced graphical user interface operating system that incorporates and enhances the features of DOS and WINDOWS.
PC	Personal Computer.
PROFS	Acronym for Professional Office System. Mainframe electronic mail system used by the board.
PUPLISHER	A desktop publishing package suitable for newsletters and brochures.
Relational Database	A formal method of organizing data within a computer system that optimizes access to the data and simplifies changes to the structure of the data.
RISC	Reduced Instruction Set Computer. Usually a computer which has been designed for a specific task.
Screen	A page of formatted information displayed on a computer monitor.
SIS	Student Information System.
WINDOWS	A graphical user interface for DOS that standardizes the way programs look and operate.
WORD	An advanced level word processor.
WORKS	A basic level integrated software package that includes functions for word processing, spreadsheet and database.

REFERENCE: IIS Strategic Plan 1992 - 1996 : Pages 13,14, 33, 34, 35, 36

	KEY TASKS AND TIMES		STATUS	GOAL FOR 1994		UPDATE DEC. 94
	UPGRADE TO BE DONE BY Reference : P.	NEW APPLICATION TO BE DEVELOPED BY 34, 35, 36				
Reference : P. 13			Reference : P. 33	Subject to Revision		
F I S						
PHASE ONE						
● Payroll	93	94/95	current priority testing screens and systems	run first pay by open of 2nd quarter develop transaction systems to support Payroll	Input phases need testing Development of final phase underway and will be completed as testing completed.	
PHASE TWO						
● Reporting and Budgeting						
Budget, Purchasing, Accounts Payable, General Ledger, Assessment, Work Orders, Energy, Warehousing,	93 and 94		only short term capabilities, schools have Budget online, no direct entry	● Request for Proposal to go a.s.a.p. ● address in short term paper process ● complete development of one foundation application to the prototype stage in order to pilot by end of 94	D. Sage & L. Dixon now working on processes, software acquisition and modifications to existing systems	
Grants Subsidies, Property and Insurance		93 and 94	not started	as above		
Transportation,		93 and 94	- basic support thru SIS - tri-board sharing talks	merge S.I.S. with mapping system for routing and scheduling	At Board committee	
PHASE THREE						
● Analysis and Control						
Forecasting		94/95	to be determined	include in Request for Proposal	As Above	
Program Costing and Monitoring		94/95	to be determined	include in Request for Proposal		
Audit		94/95	to be determined	include in Request for Proposal		
E I S						
PHASE ONE						
Staffing/Position Control	92		in pilot use	bring to full use	Done	
Leaves/Absence Management	92		- in operation	monitor and refine	Done	
Time and Attendance Monitoring		92	- being refined with use in use	updating from Ministry of Education Files	Done - some data verification still needed	
Wage and Salary Administration	92			pilot and bring to full use	Some benefits screens require work. WCB recording now networked within HR for information sharing.	
Benefits Administration		92	W.C.B. testing			

KEY SYSTEMS E.I.S. cont.	UPGRADE	NEW APPLICATION	STATUS	GOAL FOR 1984	UPDATE OCT. 94
PHASE TWO					
Job Evaluation/Clarification	93		ready for use	Human Resources Department will need to review application priorities within restructured organization and current Human Resource needs.	HR now making decisions regarding these areas
Employee Records	93		ready for use		
Collective Bargaining/ Contract Maintenance	93		to be determined		
Skills/ Qualifications Inventory	93		to be determined		
Employment Application Management		93	to be determined		
Applicant Tracking/ Employment Equity		93	to be determined		
Supply Staff Dispatching		93	acquisition in progress	target implementation Fall 94	
Staff Training and Development Monitoring		93	to be determined	priority review	
Performance Management		93	to be determined	priority review	
S.I.S.					
PHASE ONE					
Download to Microcomputer	92		available and in use	all to be reviewed within role of Research within the mandate of Administrative Services	not widely used yet
School Timetabling	92		in use		
Curriculum Resources Scheduling		92	not done, resources need to be catalogued		
Single Student Scheduling		92	in use in Guidance Offices		
PHASE TWO					
Coop Tracking	94		preliminary work done		
Special Services	94		to be determined		
Examination Scheduling		94	to be determined		
CLIENT DEPARTMENTS					
Staff development and training	ongoing	ongoing	low priority support	needs to be major goal to enable effective Need is starting to be understood.	Have started to work with secretaries. Developing plan for implementation.
Process Streamlining and cross department teams	ongoing	ongoing	low priority support	across the System Implementation	
COMPUTER SERVICES					
Daily operational maintenance	ongoing	ongoing	hard to meet demand	review and reprioritize	Hiring of staff specified in plan
Development of new Systems	ongoing	ongoing	close to schedule	complete E.I.S. by Fall	98%
Implementation Planning	ongoing	ongoing	broken front	review and renew System Goal	
NEW ISSUES					
Social Contract Reports			requires full time support	continue to support over life of Social Contract	Doing
Student Attendance			not effectively used	review philosophy to improve uses	Survey done
Transition Years Course Tracking			S.I.S. Coordinator doing	must continue work	
Student Records			S.I.S. Coordinator doing	must continue work	
Integration: telephone & computer technology			need is recognized	Administrative Services mandate	Done - in Admin Serv reorg plan
School Profiles for Accommodation			data modelling done	prototyping is next step when priority decided	Not Done
Restructuring Processes			ongoing	change business process with training	Not done

TO: The Chairman and Members
Trustee Communications Committee

FROM: P. Gillie, Superintendent - Administrative Services
L. Dixon, Manager Computer and Technical Services

RE: Trustee Access to Information

REPORT: Information

BACKGROUND:

1. At the Trustee Communication Committee Meeting of 1994 05 11 it was moved "that officials bring a report to the Trustee Communication Committee outlining items that trustees can have access to and those that access is limited by Freedom of Information and security considerations".
2. The attached overview outlines the basic structure and description of the Hamilton Board of Education Online Systems. (Appendix A)
3. Access is determined by both the security features that are built into any technical system and by regulations that govern access to information. In the main the Municipal Freedom of Information and Protection of Privacy Act regulates this access. Other regulations such as clauses in collective agreements or general records management procedures would also secure appropriate access.
4. Technologies available to us today enhance our communications capabilities and our information management possibilities. The purpose of the Integrated Information Systems Project is to address our information management needs.
5. The goal of enhanced communication through technologies, while a byproduct of the I.I.S. Project, is better developed as part of a telecommunications policy. The desire of the Trustee Communication Committee to examine this aspect of communication will be of benefit.

ISSUE:

To present to the Trustee Communication Committee, as requested by motion, a report that provides an overview of our online systems.

RECOMMENDATION:

That this report be received for information.

RATIONALE:

The Committee has asked for a basic report in order to have an understanding as to what is available in order to make policy decisions for Trustee Communications.

Report prepared by:	L. Dixon, Manager Computer and Technical Services
Report submitted by:	P. Gillie, Superintendent - Administrative Services
Report approved by:	Senior Management

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HAMILTON BOARD OF EDUCATION ONLINE SYSTEMS**A. OVERVIEW**

Currently there are approximately 700 board staff who access the Board online systems. This includes Principals, Vice-principals, Guidance Counsellors, school office staff and most administrative staff at the Education Centre. Access is mostly from microcomputers but 'dumb' terminals are in use in a few places. Connection to the mainframe systems is through a city-wide network that terminates in the Education Centre or through a restricted use dial-in port. (See Section H)

B. SECURITY OF ACCESS

Security of access is effected by expiry controlled passwords and by physical device. Passwords must be renewed by the client on a regular basis or they lose access rights and must contact Computer Services to re-establish their user identification. Separate passwords are required both for signing on to the mainframe and for each individual system to be accessed. The systems also control changes of information and/or access to information through 'knowing' which physical device is being used. This means that one school may access another school's student information but cannot change it or, more critically, that a Payroll password may be used only from a device in the Payroll department. All changes to permanent data are logged by user identification, device ID, time and information changed. This log is maintained in Computer Services and tells who, where, when and what with regard to system changes.

Security for the dial-in port is more complex and is never completely divulged as anyone with a phone and a computer may attempt to access this port. As a minimum, an additional password is required that changes on the first of each month. The password is communicated only through the PROFS E-mail system. This is a deliberate catch 22. An additional restrictive measure is also under study.

C. INFORMATION SYSTEMS

There are four main systems that are accessed:

- Student Information System
- Employee Information System (including Payroll)
- Financial Information System
- PROFS (electronic mail system)

1) STRUCTURE OF INFORMATION SYSTEMS

Before describing the first three systems in any detail, it is important to understand how information systems are structured. For the most part, daily operational activities related to these systems in a school office or the Education Centre pertain to the accessing or changing of information related to a student, employee or account. As a result of these activities one may then access certain summary level information related to the change (e.g., a student average, a year-to-date payroll figure for an employee or an expense total for an account). This is known as the 'detail' level of the system.

2) MANAGEMENT OF INFORMATION SYSTEMS

On a cyclical basis certain information from the detail level is summarized into totals. This cycle may be daily, weekly, bi-weekly, monthly or as required. In some cases this information is produced in real-time as the change occurs. The information is then made available through printed reports or online screens. This information is sometimes referred to as 'management information' thus the term Management Information Systems or MIS. Examples would be school enrolments, staff counts or totals for an expense category. It is important to remember when accessing this information that it is the result of the efforts of hundreds of staff going about their daily routine. Absolutely precise information as of a particular time is rarely obtainable (an everyday example would be over-booked airline flights). This is one reason for year end audit processes and the reporting of enrolment information only twice yearly. However, the information is accurate enough for one to assess trends, averages, totals.

Access to the systems relates almost one hundred percent to the detail level.

D. STUDENT SYSTEM

- records all detail information with regard to students, classes and schools
- all information up dateable online at source or in most instances at the school
- provides, at request, numerous reports by class, subject, school
- produces report cards, transcripts, mailing labels, class lists, timetables, etc.
- enrolment totals by school and city available online as of 4:00 PM each day
- access assigned by Student Records Coordinator in Computer Services
- access to student level data subject to FOI guidelines
- access by dial-in port severely restricted

E. EMPLOYEE SYSTEM

- new system presently under development as part of I.I.S. project
- main system functions in place with data entry under way
- new Payroll system due for fall implementation
- most data entry currently centralized and not online
- decentralization of online updating functions due for 1995
- records all detail information with regard to employees
- provides numerous reports by school, department, employee group
- produces pay slips, staff lists, seniority lists, mailing labels, etc.
- access to data controlled by security system operated by Human Resources staff (new system)
- information summaries usually as of month end
- summary information of staff counts presently printed with online provision in the future
- access to employee level data subject to FOI guidelines
- access by dial-in port not yet allowed

F. FINANCIAL SYSTEM

- records budget and expense detail information at the account level
- most data entry currently centralized and not online
- provides reports by account classification
- produces General Ledger, Trial Balance, Vendor cheques
- outdated and due for replacement under I.I.S. project
- online access is at account level only
- summary information produced monthly, on request and at year end
- access by dial-in port not yet allowed

G. PROFS SYSTEM

- electronic mail system Board wide
- intended for short correspondence (mainly single page), messages, notices, memos
- use is intense and widely varied, e.g., job postings, meeting notices, agendas, reminders, calendars
- distribution lists enables sending to many people automatically
- has many more features than we presently use
- will be augmented with LAN mail features
- printing of PROFS mail through dial-in port rudimentary
- access by dial-in port on request
- OSSTF clerical unit has electronic mail access by contract (not yet implemented due to lack of policy)

H. DIAL-IN PORT

At present, the mainframe may be accessed through a dial-in port. This means that anyone with a phone, microcomputer, telecommunications software and a modem may gain access to the mainframe systems. To gain entry they must have:

- port phone number
- port password
- production system user ID
- production system password for that ID
- system password for specific system
- for PROFS, a PROFS ID and password for that ID

The port can accommodate up to 8 concurrent users. Most use is by Computer Services supervisory staff monitoring mainframe activities from their home during the evening.

I. THE FUTURE

As indicated in Section A, the infrastructure is in place across the City to connect our System. In fact, through every School Office the System is in effect networked. The System is predominately used for Administrative purposes and at this point has not directly entered the classroom. The integration of Administrative and Instructional Computers for acquisition and maintenance purposes will result in a more aggressive plan to increase the presence of computers in all classrooms and in turn integrate the teaching force into online systems for both instructional communication and information management purposes.

1. The first step in the process of identifying a problem is to define the problem. This involves identifying the symptoms of the problem and determining the scope of the problem. Once the problem has been defined, the next step is to identify the causes of the problem. This involves identifying the factors that are contributing to the problem and determining the relationships between these factors. Once the causes of the problem have been identified, the next step is to develop a plan of action. This involves identifying the steps that need to be taken to solve the problem and determining the resources that will be needed to implement the plan. Once a plan of action has been developed, the next step is to implement the plan. This involves carrying out the steps that have been identified in the plan and monitoring the progress of the implementation. Finally, the last step in the process is to evaluate the results of the implementation. This involves comparing the actual results with the expected results and determining the effectiveness of the implementation.

2. The second step in the process of identifying a problem is to identify the causes of the problem. This involves identifying the factors that are contributing to the problem and determining the relationships between these factors. Once the causes of the problem have been identified, the next step is to develop a plan of action. This involves identifying the steps that need to be taken to solve the problem and determining the resources that will be needed to implement the plan. Once a plan of action has been developed, the next step is to implement the plan. This involves carrying out the steps that have been identified in the plan and monitoring the progress of the implementation. Finally, the last step in the process is to evaluate the results of the implementation. This involves comparing the actual results with the expected results and determining the effectiveness of the implementation.

3. The third step in the process of identifying a problem is to develop a plan of action. This involves identifying the steps that need to be taken to solve the problem and determining the resources that will be needed to implement the plan. Once a plan of action has been developed, the next step is to implement the plan. This involves carrying out the steps that have been identified in the plan and monitoring the progress of the implementation. Finally, the last step in the process is to evaluate the results of the implementation. This involves comparing the actual results with the expected results and determining the effectiveness of the implementation.

4. The fourth step in the process of identifying a problem is to implement the plan. This involves carrying out the steps that have been identified in the plan and monitoring the progress of the implementation. Finally, the last step in the process is to evaluate the results of the implementation. This involves comparing the actual results with the expected results and determining the effectiveness of the implementation.

TECHNOLOGICAL INITIATIVES

During the past two years, a number of needs in terms of technological implementation have created pressure on existing plans and for a number of Departments across our organization. With a focus on the integration of operations across the system by using current and new technologies these needs are becoming part of our system priorities. The following summary outlines the initiatives that are currently in place toward implementing technologies for both instructional and administrative purposes.

GROUPS CURRENTLY IN PLACE WORKING TOWARD TECHNOLOGICAL IMPLEMENTATION

1. SENIOR MANAGEMENT

Consensus Agreement that the following Fundamental Goal must be achieved . This was identified in the Director's Memo to Trustees about System Goals for 94/95 - System Wide Technical Standards

Awareness, understanding and acceptance by the organization for both instructional and administrative purposes of the need for a Technological Implementation Plan that will result in a cost effective , flexible infrastructure through the development of universal corporate standards.

2. INTEGRATED INFORMATION SYSTEMS PROJECT TEAM

Mandate : develop, implement and maintain shared board-wide systems that provide accurate, timely and reliable information to meet the needs of all clients. "

3. I. I. S. SECRETARIAL LIAISON GROUP - both Elementary and Secondary

Mandate: work along with the I.I.S. Project Team and Human Resources to develop an implementation plan for all new processes that will affect Secretaries in Schools; test out processes and support implementation

4. GEMS - CLASSROOM COMPUTER GROUP (C. C. G.)

Mandate: to insure through a consultative process the purchase or acquisition of classroom computers, peripherals, software, training and inservice that is consistent with Program Goals and System Wide Technical Standards.

5. SITE ADMINISTRATORS - CLASSROOM COMPUTERS

Mandate: under review, however working through Ruth Brandon (Elementary) and Avanell Scherer (Secondary) and in concert with Len Dixon to support the implementation of the Integration of Computers across the Curriculum.

6. COLUMBIA GROUP / School Library Technologies

Mandate: resolve the Automated School Library System for 27 sites; starting to raise the need to define a longer term solution for all Libraries in terms of information management technology
(both Giselle Whyte and Ingrid Scott are involved in this group)

7. TELECOMMUNICATIONS :

Group of Principals, Administrative Assistants and staff from Systems to review and update standards for use across the system, including fax, modem, training and other telephone related topics.

8. TRUSTEE COMMUNICATION

Working with Policies for the use of new technologies by Trustees for communication and information

9. SEPTEMBER MINISTRY REPORT - RE-ENGINEERING GROUP

Representation at Ministry of Education Level to examine how to automate the collection of school data for reporting to the Ministry of Education and Training

GOALS FOR ACHIEVING TECHNOLOGICAL IMPLEMENTATION

To achieve a high level of technological implementation the collective and coordinated work of these groups and others will be necessary. This can happen through the Committee to be established by the Director. (Program Committee Recommendation 1994 11 03) Representation at this Committee from the groups listed along with additional representation as determined will insure the coordination of effort toward technological implementation.

Commitment to the following goals is essential in order to achieve a seamless technical environment that will enable all persons in the Hamilton Board of Education to communicate in the most convenient way possible and to use, as required, information that is current and readily accessible.

1. Recognition that putting people, process and participation first is critical to successful technological implementation.
2. Acceptance and use of corporate wide standards for infrastructure, hardware and peripherals, and processes and procedures.
3. An infrastructure that will enable flexibility at an affordable level according to the need of the end user.
4. A seamless environment between instructional and administrative technologies.
5. A training and development program that is dedicated to technological competency (literacy, numeracy, maintenance) for all students and staff in relation to the level at which applications will be required.
6. Frequent communication about the goals of this plan

FRAMEWORK FOR TECHNOLOGICAL IMPLEMENTATION

IN PLACE	NEEDED
-------------	--------

SENIOR MANAGEMENT	INTEGRATED INFORMATION SYSTEMS PROJECT TEAM	I. L. S. SECRETARIAL LIAISON GROUP	DATA GROUP
CLASSROOM COMPUTER GROUP (GEMS)	DIRECTOR'S COMMITTEE COMPREHENSIVE PLAN Chairs/ Leaders of Groups Meet quarterly Insure Standards Steering Committee		TELECOMMUNICATIONS GROUP
SITE ADMINISTRATORS			TRUSTEE COMMUNICATION COMMITTEE POLICY
COLUMBIA GROUP	HARDWARE SELECTION GROUP	ADMINISTRATIVE ACQUISITION GROUP	SEPTEMBER 30 MINISTRY REPORT GROUP

A. 1994 Budget Summary and 1995 Budget Proposal

	1994 Budget	1994 Actual (est)	1995 Proposal	1995 Strategic Plan
Mainframe	240,000	240,000	240,000	240,000
Mainframe Software	84,000	84,000	84,000	84,000
Network				20,000
Workstations	386,000	423,000	542,000	797,000
Workstation Software	45,000	40,000	50,000	50,000
Maintenance			40,000	40,000
Support Staff				100,000
Technician				50,000
Temporary Assistance	263,600	365,000	230,000	14,000
Training	10,000	1,000	12,000	12,000
Training - Office Staff	58,094	35,000	70,000	70,000
Wiring			45,000	
Permanent Improvmt.	53,000	45,000	30,000	
Capital Expenditures	20,000	20,000	23,000	
Other			200,000	12,000
Total	1,159,694	*1,253,000	1,566,000	1,489,000

Note - * Funds to be transferred from reserve to cover this deficit

B. 1995 Budget Details

	1995 Proposal	Notes
Mainframe	240,000	This amount is for a processor and memory upgrade that was installed to handle increased load from additional clients.
Mainframe Software	84,000	Mostly for database and query tools and related utilities.
Network		
Workstations	542,000	Workstation numbers to be brought into line with original plan. Finance and Human Resources will be addressed as part of over 100 workstations to be added overall in the system.
Workstation Software	50,000	Will be used to acquire the necessary packages related to local area networking
Maintenance	40,000	Costs related to additional equipment
Support Staff		One position is filled, the other posted. (approved as part of Admin Serv. complement Nov 94)
Technician		To be posted in 1995. (approved as part of Admin Serv. complement Nov 94)
Temporary Assistance	230,000	Temporary assistance funds will be used to hire two programmers on a one year contract and to provide temporary resources for project work in Finance and Human Resources.
Training	12,000	Training in Computer Services for new tools.
Training - Office Staff	70,000	For replacement of staff while they are in training.
Wiring	45,000	Network, printer sharing and some power outlets.
Permanent Improvmt.	30,000	Training centre setup.
Capital Expenditures	23,000	Specialized equipment and for emergency replacements
Other	200,000	Financial System Software acquisition
Total	1,566,000	

C. Comparison of annual expenditures to original strategic plan

	1992	1993	1994	1995	1996
Budget	376,000	1,275,327	1,159,694	1,566,000	
Actual Expenditure	291,647	* 1,187,428	** 1,253,000		
Strategic Plan Budget	376,000	1,737,000	1,464,000	1,489,000	1,389,000
Difference	84,353-	549,572-	211,000-		

* Includes 300,000 transferred to reserve fund from unexpended surplus.

** Projected to Dec. 31.

Notes:

The difference between actual expenditures and the Strategic Plan is for the most part a result of:

- a) Budget reductions of approximately 400,000 in 1993 and 300,000 in 1994.
- b) Workstation acquisition reduced and delayed from late 1992 until mid 1993.
- c) Training centre renovations and addition of second classroom deferred.

D. Reserve Fund

	1992	1993	1994	1995	1996
Transferred in		300,000			
Transferred out			* 100,000	200,000	
Balance		300,000	200,000	0	

* Estimated

Client-Server

It's All In The Implementation

Final Word

Why do client-server projects work at some companies and fail miserably at others? An IT survey gives clues

By Michael J. Sinneck

MANY ORGANIZATION recently completed a year-long study of client-server development at 24 major companies in the banking, insurance, utilities, and manufacturing industries. We wanted insight into why client-server implementations succeed or fail and whether successful implementations produced real business value.

Client-server conversions aren't easy. Two-thirds of the companies surveyed say implementation took longer than anticipated; more than half report cost overruns. Almost all had to redesign the implementations in midstream.

Corporate culture, we found, is a crucial factor in determining whether these projects succeed or fail. Client-server disperses knowledge throughout the organization, causing power shifts. If the information technology (IT) organization resists change, or if business units are excluded from design and deployment, problems are inevitable.

At one company, top management and the IT group enthusiastically launched a critical client-server implementation that addressed compliance with complex federal regulations. Unfortunately, when the application was completed, the user community, which had not been involved in the design and implementation, dug in its heels.

But there is good news. While client-server can force cultural

change, it simultaneously supports business reengineering by encouraging cross-functional

teams and communications. Chase Manhattan Bank N.A. initiated client-server projects in 1989, when much of today's technology either did not exist or was just off the drawing board. The bank's goal was to support customers worldwide by making financial information

available to their representatives wherever and whenever needed. "We wanted information self-sufficiency, especially for our front office and client reps," says Craig Goldman, chief information officer.

It meant a major overhaul to the corporate culture. First, the IT department involved Chase's top executives, giving them access to information decision-support systems and electronic mail. Then,

fanning out into the user community, IT painted a vivid picture of the benefits the system would yield, speaking in plain English, and using a business framework. It worked. When IS presented final plans, including the price tag, they were widely accepted.

Here are a few of the lessons our survey uncovered:

- Before implementing client-server, evaluate corporate culture. If it's a rigid hierarchy (a "command and control" model), you might have to upend the culture before altering your information technology infrastructure. Expect resistance.

- Don't be motivated by the promise of major cost savings. Client-server will probably cost you more in the short run—particularly in hidden costs such as training and

user involvement. Also, scrapping your mainframe computers for networks of lower-cost servers and PCs is, in many cases, not feasible. Those legacy systems must still perform both as data repositories and as engines for hundreds of unconverted existing applications.

- Ask whether the project fits the business and technical goals of the organization. Does it support reengineering? Have users been involved from the very start, and if not, when were they involved?

- Client-server projects usually involve critical business applications. Start small, work with prototypes, and, if possible, run parallel systems during development.

- Make sure top management is fully involved and committed. Staff the project multidimensionally, including managers, users, IT, and consultants.

- Communicate the benefits of change in vivid, memorable images and language. Express these benefits in business terms, not technical terms. Celebrate every milestone.

- Expect unanticipated problems. Fully 75% of the companies in our study had to change their organizational structure to respond to problems that cropped up.

Client-server is a democratizing force, one that empowers employees and enables them to do their jobs better. But it may have a fundamental and often dislocating effect on organizational culture. Fortunately, the majority who succeed say the results are worth the struggle.

Michael J. Sinneck is VP of the IBM Consulting Group.



Sinnick: Corporate culture is a key factor in determining whether projects succeed or not.

Final Word is a forum for professionals with opinions on information management. Your contributions are welcome. *FW* cannot return unsolicited manuscripts. Please send submissions to: *InformationWeek*, 600 Community Drive, Manhasset, N.Y. 11030

Let's All Be Psychologists

It is the chief concern of psychologists to study the mind and the behavior of man and the animal. In a sense, an IT study is a study of the mind and the behavior of man and the animal.

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TO: The Chairman and Members of
The Operations and Finance Committee
1995-01-10

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Irene Polidori, Manager, Financial Services

RE: Canada-Ontario Infrastructure Works Program
- - Financing of Local Share

REPORT: For Information/Decision

BACKGROUND

The Board has received approval under the Canada-Ontario Infrastructure Works Program for a number of capital projects. This funding is through applicable agencies in the Federal and Provincial Governments and the taxpayers of Hamilton. The sharing ratio is approximately 33.3%, 27.8% and 38.9%, respectively.

During 1994 the Board substantially completed six projects under this program. The 1994 cost of these projects is estimated at \$1,245,000. The applicable local share portion is estimated at \$484,000. The actual expenditures will be determined during the year end process.

ISSUE

To determine the position of trustees for funding of the local share of the six projects completed in 1994 under the Canada-Ontario Infrastructure Works Program.

RECOMMENDATION

That the local share for the six projects completed during 1994 under the Canada-Ontario Infrastructure Works Program be funded from Capital Reserves, subject to the approval of the Ministry of Education and Training.

RATIONALE

There are sufficient funds in our Capital Reserves to finance the local share. Although there are two other options, debentures and levy, they are not recommended.

ATTACHMENT

- Appendix A - Projects approved for funding under the Canada-Ontario Infrastructure Works Program, including estimated costs and year of undertaking.
- Appendix B - Schedule of Capital Reserves
- Appendix C - Capital Financing - Accommodation Report

Appendix A

The Board of Education for the City of Hamilton
Canada -Ontario Infrastructure Works Program Projects

	C.O.I.W. Approved Allocation			Total Funding - Phase 1		
	Phase 1 1994	Phase 2 1995	Phase 3 1996	Federal 33.3%	Provincial 27.8%	Local 38.9%
Roof Replacement						
Buchanan Park	145,000			48,333	40,277	56,390
Westmount Ph 2	300,000			100,000	83,333	116,667
Holbrook	180,000			60,000	50,000	70,000
Richard Beasley	360,000			120,000	100,000	140,000
G.L. Armstrong		120,000				
Woodward		120,000				
Franklin Road		220,000				
Glendale			300,000			
King George		300,000				
Parkview			120,000			
Hill Park Ph 1			210,000			
Interior Renovations						
Glendale		1,550,000				
Boiler Replacement						
Chedoke	130,000			43,333	36,111	50,556
Memorial	130,000			43,333	36,111	50,556
Totals	<u>1,245,000</u>	<u>2,310,000</u>	<u>630,000</u>	<u>414,999</u>	<u>345,832</u>	<u>484,169</u>

Note: Funding for the capital projects is based on the lesser of actual costs incurred or maximum amount approved.

Appendix B

**The Board Of Education For The City Of Hamilton
Capital Reserve Schedule
December 31, 1994**

	Budget	Actual
Balance Dec. 31 1993	1,174,990	1,174,993
Investment Income	40,500	57,063
Rental Income	155,700	0 *
Balance Dec. 31 1994	<u>1,371,190</u>	<u>1,232,056</u>

Capital Reserves Consist of:

General Capital Reserves	148,617 **
Board Equity Capital Reserves	343,880 **
Ministry Equity Capital Reserves	739,559
Balance Dec. 31 1994	<u>1,232,056</u>

* To be determined during year end process

** Available to finance local share

CAPITAL FINANCING

The Ministry of Education and Training provides capital loans on approved projects only. The Accommodation Report is the first stage in the process. The next requirement is the filing of a Multi-Year Capital Expenditure Forecast in the fall. Based on that submission and subsequent analysis the Ministry of Education and Training will announce the approved projects for the funding period 1996 - 2000. The time frame to open a school, from initial proposal to completion, emphasizes the need to develop a long range approach to planning for accommodation issues.

There are a number of funding alternatives available to our Board to finance the local share of the cost of construction, alterations and renovations of its physical facilities. These include the Revenue Fund Budget, Capital Reserves and Debentures.

Projects financed through the Revenue Fund Budget are included under expenditure classifications such as Capital from Current and Permanent Improvements, and are approved annually as part of the Budget Review process. These projects are paid for directly through the educational mill rate in the year the project is undertaken, or as expenditures are incurred.

A second option available is the use of Capital Reserve Funds. These funds have been built up through annual transfers from the Revenue Fund budgets, the sale of properties, net rental income and investment interest earned. Projects financed from these reserves are not covered by the Revenue Fund budget motions, and require separate approvals, similar to a project to be financed through debentures. The balance as of December 31, 1993 in the Capital Reserve Fund was \$1,175,000. The Capital Reserve Funds should be sufficient to allow for unforeseen capital requirements without having to go through the approval process required to issue debentures.

When debentures are issued to finance a project, funds to pay the debt charges are raised through subsequent Revenue Fund budgets. Debentures are approved by the Ontario Municipal Board and issued through the Regional Municipality of Hamilton-Wentworth.

In determining which funding option to recommend, the cost and nature of a project are considered as well as the number of projects to be financed.

Portables, roof repairs, boiler replacements and dust collection systems have traditionally been funded from the Revenue Fund budget.

Capital Reserve Funds and debentures have been used for major capital projects. Recommendations regarding the use of Capital Reserve Funds versus debentures would be based on the long range forecast of major capital projects and the availability of Capital Reserve Funds. These two sources of funding would likely be used for the Canada-Ontario Infrastructure Works Program.

CAPITAL FINANCING

1. Introduction

The purpose of this report is to provide a comprehensive overview of the various sources of capital financing available to a company. The report will discuss the advantages and disadvantages of each source and provide recommendations on the most appropriate source of financing for a given company. The report will also discuss the importance of maintaining a good relationship with the lender and the importance of providing accurate financial information.

There are several sources of capital financing available to a company. These include: bank loans, bonds, equity, and venture capital. Each source has its own advantages and disadvantages. Bank loans are typically the most expensive source of financing, but they are also the most readily available. Bonds are typically the least expensive source of financing, but they are also the most difficult to obtain. Equity is typically the most expensive source of financing, but it also provides the most control to the company. Venture capital is typically the most expensive source of financing, but it also provides the most control to the company.

When choosing a source of capital financing, a company should consider its own needs and the advantages and disadvantages of each source. A company should also consider the cost of financing and the risk of default. A company should also consider the importance of maintaining a good relationship with the lender and the importance of providing accurate financial information.

A company should also consider the importance of maintaining a good relationship with the lender and the importance of providing accurate financial information. A company should also consider the importance of maintaining a good relationship with the lender and the importance of providing accurate financial information. A company should also consider the importance of maintaining a good relationship with the lender and the importance of providing accurate financial information.

It is important for a company to maintain a good relationship with its lender. This is because a good relationship can help a company to obtain financing more easily and at a lower cost. A company should also provide accurate financial information to its lender.

In conclusion, there are several sources of capital financing available to a company. Each source has its own advantages and disadvantages. A company should consider its own needs and the advantages and disadvantages of each source when choosing a source of capital financing.

It is important for a company to maintain a good relationship with its lender. This is because a good relationship can help a company to obtain financing more easily and at a lower cost. A company should also provide accurate financial information to its lender.

Capital financing is a critical part of a company's financial strategy. It is important for a company to understand the various sources of capital financing available to it and to choose the most appropriate source for its needs. A company should also maintain a good relationship with its lender and provide accurate financial information.

Hamilton Board of Education
Education Centre
1995 01 10

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

E L E M E N T A R Y / S E C O N D A R Y

I have the honour to present the following recommendations for your approval:

- (a) That the following trip requests be approved:
- (i) Bennetto, Grades 6-8, Ottawa, 1995 06 07-09 (Wednesday to Friday)
 - (ii) Bennetto, Grade 7, Midland, 1995 06 14 (Wednesday)
 - (iii) Buchanan Park, Grade 5, Canterbury Hills, Ancaster, 1995 06 21-23 (Wednesday to Friday)
 - (iv) Chedoke, Grade 7, Camp Wanakita, Haliburton area, 1995 01 18-20 (Wednesday to Friday)
 - (v) G. L. Armstrong, Grades 7-8, Camp Wanakita, Haliburton area, 1995 02 19-22 (Sunday to Wednesday)
 - (vi) G. L. Armstrong, Grade 7, Midland, 1995 06 08-09 (Thursday to Friday)
 - (vii) Glen Brae, Grade 8, Muskoka Woods, Muskoka, 1995 05 16-19 (Tuesday to Friday)
 - (viii) Highview, Grade 7, Minden, 1995 02 27-1995 03 02 (Monday to Thursday)
 - (ix) Highview, Grade 6, Kingston, 1995 06 12-13 (Monday to Tuesday)
 - (x) Ryerson, Grades 6-8, Mount St. Louis, Barrie area, 1995 02 10 (Friday)
 - (xi) W. H. Ballard, Grade TBD, Mount St. Louis, Barrie area, 1995 02 23 (Thursday)
 - (xii) W. H. Ballard, Grades 7-8, Ottawa, 1995 02 8-10 (Wednesday to Friday)
 - (xiii) Sherwood, Grades 9-OAC, Cedar Glen, Bolton, 1995 01 27-29 (Friday to Sunday)
 - (xiv) Sherwood, Grades 11-OAC, Blue Mountain, Collingwood, 1995 01 27 (Friday)

Respectfully submitted,

D. W. Goodridge,
Director of Education
and Secretary

To the Department of Education
Division of Vocational Education
Washington, D. C.

Dear Sirs:

REPLY TO LETTER OF JUNE 10, 1938

- I have the honor to acknowledge the receipt of your letter of June 10, 1938, and in reply to inform you that the following are the results of the investigation conducted by the Bureau of Vocational Education:
- (1) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (a) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (b) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (c) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (d) The following are the results of the investigation conducted by the Bureau of Vocational Education:
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 - (n) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (o) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (p) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (q) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (r) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (s) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (t) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (u) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (v) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (w) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (x) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (y) The following are the results of the investigation conducted by the Bureau of Vocational Education:
 - (z) The following are the results of the investigation conducted by the Bureau of Vocational Education:

Very respectfully,
Director

W. J. ...
Division of Vocational Education
Washington, D. C.

URBAN MUNICIPAL

FEB 17 1995

GOVERNMENT DOCUMENTS

A G E N D A

OPERATIONS AND FINANCE COMMITTEE

1995 02 07

Confirmation of the minutes of the regular meetings of 1994 12 06 and special meetings of 1994 12 08 and 1995 01 17.

GENERALBUSINESS ARISING OUT OF THE MINUTES:

1. a) Verbal Report re Education Centre Parking Lot and Security of all Board Sites
b) Report re Education Centre Parking – Pages 1 to 5
2. Actuarial Report – Retirement Gratuity Reserve – to be deferred
3. Sharing of Assessment – Status Report on Pooling – Pages 6 to 15

NEW BUSINESS:

1. Presentation – SHAIR International Resource Centre
Please refer to separate attached package
2. An Overview of our Property Assessment Base
(Mr. R. L. Cushing, Regional Assessment Commissioner)
3. Budget Meeting Dates
4. Correspondence from the City of Hamilton regarding VE Day Celebrations – Page 16
(referred at 1995 01 19 Board)

ELEMENTARY/SECONDARYNEW BUSINESS:

1. Recommendations of the Director of Education – Page 17

ORDAN MUNICIPAL

FEB 27 1972

GOVERNMENT DOCUMENTS

DATE: 1995 02 07

TO: The Chairman and Members
Operations and Finance Committee

FROM: R. Binns, Superintendent Human Resources
D. Haynes, Manager Administrative Services

RE: Report on Education Centre Staff Equity Parking

REPORT: Information and Decision

BACKGROUND:

During negotiations and discussions with various staff, it became apparent that parking at the Education Centre has been a long term concern that needed to be addressed.

In June of 1994 a committee was formed to study who should park and to determine guidelines that would provide equitable Education Centre staff parking arrangements.

As a general statement, current practice provides staff at all Board locations, except the Education Centre, the opportunity to park if they choose or are required to drive to their place of employment.

An annual parking cost recovery fee is paid by each staff member using the parking facilities. This fee is based on a portion of the snow removal cost at the staff member's assigned location.

ISSUE:

To provide Education Centre staff equitable parking arrangements in keeping with current practice at other Board locations.

RECOMMENDATIONS:

1. That the Proposal for Education Centre Staff Equity Parking be approved and implemented effective 1995 09 01. (Appendix A)
2. That the Education Centre Staff Equity Parking Proposed Annual Fee for the Period commencing September 1, 1995 be approved and implemented effective 1995 09 01. (Appendix B)
3. That the Budget Review Committee Snow Removal letter dated 1986 03 20 be received for information. (Appendix C)

RATIONALE:

The following rationale is presented to the Trustees as support for the recommendations in this report.

1. Implementation of approved guidelines that apply current Board practice to Education Centre staff will remove long term perceptions of inequities related to the application of present Education Centre parking practices.
2. Approval of the proposed fee structure is in keeping with current parking cost recovery practices and provides for an annual review that incorporates applicable timely operating charges.
3. The Budget Review Committee Snow Removal letter dated 1986 03 20 is presented as a published information source.

APPENDICES:

Appendix A: Education Centre Parking Committee
Proposal for Education Centre Staff Equity Parking

Appendix B: Education Centre Parking Committee
Education Centre Staff Equity Parking
Proposed Annual Fee for the Period Commencing September 1, 1995

Appendix C: Budget Review Committee Snow Removal letter dated 1986 03 20

Report prepared by: R. Binns, Superintendent Human Resources
D. Haynes, Manager Administrative Services
Submitted by: Education Centre Equity Parking Committee

EDUCATION CENTRE PARKING COMMITTEE**PROPOSAL FOR EDUCATION CENTRE STAFF EQUITY PARKING****A: Guidelines for Education Centre Staff**

- 1) All Hamilton Board of Education staff assigned to the Education Centre location and who choose or are required to drive to work must request parking in the Education Centre parking lot designated staff parking areas or, if space is not available, at specified off site locations.
- 2) The Manager Administrative Services will be responsible for receiving and processing new or renewal parking requests.
- 3) All Education Centre assigned staff using the Education Centre or off site parking facilities will pay the same annual parking cost recovery fee.
- 4) The annual fee will be for the school year period from September 1 to August 31 on the week days from Monday to Friday during the hours of 6:30 a.m. to 5:00 p.m. Parking on the Education Centre parking lot at all other times will be on a first come basis at no charge.
- 5) The annual fee will be based on estimated snow removal expenses, off site parking charges for Education Centre assigned staff and will include all provincial and federal taxes. The amount of the fee will be reviewed annually and announced in the month of May.
- 6) Collection of the fee will be 40% in October and 60% in February of each annual parking period.

B: Guidelines for Visitors

- 1) All other persons, including Hamilton Board of Education staff from other locations, that are doing business with departments at the Education Centre during regular operating hours will be considered as visitors.
- 2) During regular operating hours, visitors to the Education Centre may park in any available Education Centre designated visitor parking space at no charge.
- 3) Visitors to the Education Centre that are attending Hamilton Board of Education evening meetings may park in any Education Centre available space at no charge.
- 4) Visitors (persons or organizations) that are renting Education Centre facilities at any time during or after regular business hours will be provided with a maximum of two (2) parking spaces at no charge. All other attendees of the rental agreement will park off site during regular operating hours at their expense or if after regular operating hours they may park on the Education Centre parking lot and pay the current parking fee.

C: Guidelines for Parking of Maintenance Service Vehicles/Short Term

- 1) Service vehicles are defined as any Board department or external supplier vehicle that requires access to the Education Centre for the purposes of loading or unloading materials necessary to the service being provided.
- 2) After completing the loading or unloading operations and if it is still necessary for the vehicle to remain on the Education Centre parking lot, the vehicle will be parked in a designated service vehicle or visitor parking space at no charge.

1. The first part of the report deals with the general situation of the country and the results of the survey. It is divided into two main sections: the first section deals with the general situation of the country and the second section deals with the results of the survey.

2. The second part of the report deals with the specific results of the survey. It is divided into three main sections: the first section deals with the results of the survey in the field of agriculture, the second section deals with the results of the survey in the field of industry, and the third section deals with the results of the survey in the field of commerce.

3. The third part of the report deals with the conclusions of the survey. It is divided into two main sections: the first section deals with the conclusions of the survey in the field of agriculture, the second section deals with the conclusions of the survey in the field of industry, and the third section deals with the conclusions of the survey in the field of commerce.

4. The fourth part of the report deals with the recommendations of the survey. It is divided into two main sections: the first section deals with the recommendations of the survey in the field of agriculture, the second section deals with the recommendations of the survey in the field of industry, and the third section deals with the recommendations of the survey in the field of commerce.

5. The fifth part of the report deals with the appendix. It is divided into two main sections: the first section deals with the appendix in the field of agriculture, the second section deals with the appendix in the field of industry, and the third section deals with the appendix in the field of commerce.

EDUCATION CENTRE PARKING COMMITTEE

EDUCATION CENTRE STAFF EQUITY PARKING
PROPOSED ANNUAL FEE FOR THE PERIOD COMMENCING SEPTEMBER 1, 1995

A: Commencement of Education Centre Staff Equity Parking

- 1) Education Centre Staff Equity Parking will commence effective September 1, 1995.
- 2) The annual fee for the 1995-1996 period will be seventy-five dollars (\$75.00).

B: Allocation of Education Centre Parking Areas

- ### 1) Education Centre Staff

Trustees/Senior Management	16
Physically Challenged	5
Other	<u>129</u>
Sub Total	150

- | | |
|--------------------------------|------------|
| 2) Service Vehicles/Short Term | 4 |
| 3) Visitors | <u>18</u> |
| Total | 172 |

C: Annual Fee Costing for 1995-1996

- | | |
|-------------------------------------|---------------|
| 1) Estimated Expense - snow removal | \$ 5,000 |
| - off site parking charges | <u>10,000</u> |

Total Expenses **\$15,000**

- | | |
|---|-----|
| 2) Estimated number of Education | |
| Centre staff requesting parking for 1995-1996 | 200 |

- ### 3) Annual Fcc for 1995-1996

1) divided by 2) equals **\$ 75.00**

The Board of Education for the City of Hamilton



OFFICE OF THE
SECRETARY-TREASURER
AND BUSINESS ADMINISTRATOR

MAILING ADDRESS
P.O. BOX 338
HAMILTON, ONT.
L8N 3L1

100 MAIN STREET WEST
HAMILTON, ONT.

TELEPHONE (416) 527-5092

'986 03 20.

TO THE CHAIRMAN AND MEMBERS,
BUDGET REVIEW COMMITTEE.

Ladies and Gentlemen:

RE: Snow Removal

At the Business Management Committee meeting of 1986 02 06, it was approved:

That snow removal on school and Education Centre parking lots be considered by the Budget Review Committee in relation to cost-sharing with the teachers and staff or have the Board absorb the full cost of snow removal.

At the Budget Review Committee meeting of 1986 03 17, the above motion was referred to the officials.

For snow removal at all schools it is recommended:

- . That each principal continue to be responsible for snow removal.
- . That each April, the principal shall submit the paid invoices for all snow removal costs to the office of the Secretary-Treasurer and Business Administrator.
- . That the principal be reimbursed for 50% of the snow removal costs.
- . That this practice be implemented in April, 1987 for costs incurred during the 1986-1987 school year.

For snow removal at the Education Centre it is recommended:

- . That no changes be made to the present procedures (snow removal costs for 1986 are estimated at \$3,000; by motion of the Budget Review Committee of 1986 03 17, staff parking fees of \$50, effective September 1, 1986 will generate income of \$8,400).

Respectfully submitted,
R. S. Cartmell,
Secretary-Treasurer and
Business Administrator.

*jep

THE STATE OF TEXAS



OFFICE OF THE ATTORNEY GENERAL
DAVID L. GUTERMAN
ATTORNEY GENERAL

1900

TO THE HONORABLE THE SENATE
OF THE STATE OF TEXAS
AT THE CITY OF AUSTIN
JANUARY 10, 1900

REPORT

OF THE ATTORNEY GENERAL, DURING THE YEAR 1899, AS COMMISSIONER OF THE LAND OFFICE.

THE LAND OFFICE, DURING THE YEAR 1899, HAS BEEN ACTIVE IN THE PROMOTION OF THE INTERESTS OF THE STATE IN THE PUBLIC LANDS. THE LAND OFFICE HAS BEEN ACTIVE IN THE PROMOTION OF THE INTERESTS OF THE STATE IN THE PUBLIC LANDS. THE LAND OFFICE HAS BEEN ACTIVE IN THE PROMOTION OF THE INTERESTS OF THE STATE IN THE PUBLIC LANDS.

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DAVID L. GUTERMAN
ATTORNEY GENERAL

To: The Chairman and Members of
The Operations and Finance Committee
1995 02 07

From: Paul Shewfelt, Superintendent of Finance and Treasurer
Greg Rutledge, Controller

Re: Sharing of Assessment - Status Report on Pooling

Report: *For Information*

BACKGROUND:

In June 1994, the provincial government passed Bill 160, the Budget Measures Act, which changed the method of sharing the property assessment of publicly traded corporations and non-share capital corporations among coterminous school boards. Starting in 1996, this assessment will be shared on the basis of **enrolment** rather than on the percentage of residential/farm assessment. (Bill 64 and 65) This change will be phased in over a three year period: 1996-1998, to allow affected school boards time to adjust to a declining assessment base.

Preliminary analysis of day school enrolment from the Ministry of Education and Training indicates that the Hamilton-Wentworth Roman Catholic Separate School Board educates approximately 32.27% of the students in the City of Hamilton. Since the percentage of separate supporting residential ratepayers is 28.135% in 1995, the change in the basis for pooling will increase the Hamilton-Wentworth Roman Catholic Separate School Board's share of pooled commercial assessment by 4.135% or approximately 9.23 million of assessment.

Exhibit A reports the projected net effect of pooling on the Board from the legislation's inception in 1990 to the final year of the recently announced phase-in period, 1998. It is projected that by 1998, that the Hamilton-Wentworth Roman Catholic Separate School Board will receive \$71,700,000 in assessment or 32.27% of the commercial/industrial pool. In 1995, the final year of the initial pooling legislation phase-in, the assessment loss to the Board was approximately 62.5 million or 28.135%. One primary difference between the two phase-in periods is shown in the Net Position column of Exhibit A. For 1990-1995 the net position of the Board is zero because the Minister of Education made a guarantee that all revenue losses suffered by public boards as a result of pooling would be fully compensated through the grant structure or a special pooling grant. However for the 1996-1998 phase-in of the new pooling legislation, the Minister of Education has indicated that revenue losses will not be fully covered through the grant structure, as grants for this purpose will be frozen at the 1995 level. (Exhibit B, Question 9 (3)) The projected loss to the Board as a result of pooling increases from \$430,000 in 1996 to \$3,200,000 in 1999.

ISSUE:

To inform the Trustees on the new pooling legislation and its projected impact on the Board's assessment base and financial position over the three year phase-in period: 1996 -1998.

RECOMMENDATION:

That this report be received for information.

RATIONALE:

The sharing of assessment (pooling of commercial/industrial assessment) represents a permanent, long term loss of revenue to the Hamilton Board.

LETTER OF INTENT TO PURCHASE

TO: [Name of Seller]
FROM: [Name of Buyer]
SUBJECT: [Description of Property]
DATE: [Date of Letter]

I, the undersigned, [Name of Buyer], do hereby declare my intention to purchase the property described in the foregoing letter of intent, and to pay the purchase price of [Amount] within [Time Period] of the date of this letter of intent.

I understand that the purchase of this property is subject to the approval of the [Authority/Committee] and that I am responsible for obtaining all necessary permits and approvals for the development of the property.

I further understand that the purchase price of this property is [Amount] and that I am responsible for paying the purchase price in full within the time period specified in this letter of intent.

I hereby agree to the terms and conditions of this letter of intent and to the purchase of the property described herein.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this [Date] day of [Month], [Year].

[Signature of Buyer]
[Name of Buyer]
[Address of Buyer]
[City, State, Zip Code]

WITNESSED BY: [Name of Witness]
[Address of Witness]
[City, State, Zip Code]

NOTARIAL PUBLIC: [Name of Notary]
[Address of Notary]
[City, State, Zip Code]

IMPROVED EQUITY IN SCHOOL BOARD SHARING OF THE
ASSESSMENT OF PUBLICLY-TRADED CORPORATIONS AND SOME NON-SHARE
CAPITAL CORPORATIONS

QUESTIONS AND ANSWERS

The following questions and answers are pertinent to the Budget Speech announcement on May 5, 1994.

1. What message did the Finance Minister give in his Budget Speech on May 5, 1994 that affects the education sector?

The Finance Minister announced that we are moving to provide greater fairness in the funding of our schools. Currently, the assessment of publicly-traded corporations and non-share corporations in the public domain (see question #25), as well as telephone and telegraph receipts, are shared among coterminous school boards on the basis of residential assessment.

Starting in 1996, this sharing will be carried out on the basis of the number of day school pupils served by each coterminous school board. This change will be phased in to allow school boards to adjust and will follow the existing phase-in of sharing that will be completed in 1995.

The Finance Minister's announcement represents further refinement toward an equitable sharing of the revenue derived from these sources among the public, separate, and French-Language school boards and continues in the direction of providing greater fairness in the funding of our schools.

2. What is the basic change?

The assessment of publicly-traded corporations and some non-share capital corporations will be shared among the coterminous school boards on the basis of the number of pupils served by each coterminous board (resident in the area of overlapping territorial jurisdiction), instead of on the percentage of residential assessment designated to each school board. Telephone and telegraph receipts will be shared in the same manner.

3. What legislative change is required to bring this change about?

The government has passed legislation to change the basis on which coterminous school boards share the assessment of publicly-traded corporations, some non-share capital corporations, and all telephone and telegraph receipts. These legislative provisions come into force on December 1, 1995.

The number of students enrolled in day school (resident internal and resident external) calculated in accordance with a new regulation will provide the basis for determining each school board's share of this assessment.

4. Why has the government amended the legislation governing the sharing of the assessment of publicly-traded corporations?

Prior to 1989 there was no distinction made for school purposes between publicly-traded and other corporations. It was recognized at that time that separate school and French-language school boards did not receive any significant portion of this assessment. Effective in 1990, legislation was passed which defined a certain class of corporate ratepayers as "public corporations" and established rules that provided for fairer sharing of their assessment.

Despite these rules, public school boards continued to receive more of this assessment on a per pupil basis than other school boards.

The amendment to the legislation governing the sharing of the assessment of this class of corporate ratepayers will provide more equitable funding for the education of students in all of Ontario's publicly-funded schools.

5. What connection does the change have with the recommendations from the Fair Tax Commission?

This change is not a response to the Fair Tax Commission. The government is still considering the responses to the Fair Tax Commission. This initiative is designed to improve fairness within the existing system and is consistent with the direction towards greater equity as advocated in the recommendations of the Fair Tax Commission.

6. Why is the government not going to the provincial pooling of commercial and industrial taxes?

This is one of the ideas contained in the Fair Tax Commission report. The provincial pooling of commercial and industrial taxes will be considered in the context of the government's response to that report.

7. Why don't you use the per pupil basis for the distribution of other property taxes?

There are constitutional issues around the rights of separate school supporters to assign their taxes to a separate school board. In addition, the government wishes to decide which

direction it wishes to pursue on the Fair Tax Commission recommendations.

8. Over what period will this change be phased-in?

The duration of the phase-in period will be three years beginning in 1996. The period will ensure that the change will, on average, approximate the rate of change since 1990.

9. What mechanisms are in place to ensure that this change will be operationalized?

Three important mechanisms are in place:

- 1) The change will be phased in over three years, beginning in 1996, to allow school boards time to adjust, and will follow the existing phase-in of sharing.
- 2) The number of students enroled in day school (resident internal and resident external) calculated in accordance with a new regulation will provide the basis for determining each school board's share.
- 3) The Ministry of Education and Training's funding model, through the General Legislative Grants, will continue to provide complete reimbursement to school boards for revenue losses on provincially recognized expenditure. There will be no offsetting grants to cover unrecognized expenditure.

The guarantee which has been paid to some school boards in relation to the phase-in starting in 1990 will be calculated for 1995 and will then be frozen at the 1995 level during the period of phase-in or sharing on a per pupil basis.

10. What school boards will benefit from this new measure?

Beginning in 1996 and for three years, the separate school boards and the French-Language school boards will gain about the same amount that public school boards will lose. This amount represents about \$40M in net revenue annually by the end of the three-year period.

11. Will separate school boards be the only boards to benefit?

French-Language school boards in Ottawa-Carleton and Prescott and Russell will also benefit from this change.

In the future, the entitlements of all school boards to this assessment will be determined by the number of students enroled in the schools of each board, residing in areas of shared

territorial jurisdiction. If enrolments at public school boards increase in relation to coterminous separate school boards, then the share of the assessment for public school boards will also increase.

12. How are the francophone and separate school boards benefitting from this legislation?

Under the current sharing legislation, francophone and separate school pupils received a smaller share of the benefit from corporate assessment because the pooled corporate assessment was shared on the basis of residential and farm assessment rather than on the basis of enrolment. Since such boards have a smaller residential assessment base than public boards, the change to sharing on an enrolment basis will benefit francophone and separate school boards.

Francophones and Roman Catholics in Ontario have constitutional rights to govern the education of their children. The government has a responsibility to respect these rights and to ensure that these groups are treated fairly.

13. Will the province provide any assistance to school boards experiencing assessment losses as a result of the change in sharing between coterminous school boards?

The fairer sharing of the assessment of publicly-traded corporations and some non-share capital corporations will mean that some assessment currently available to the public school system will be re-directed to the separate school system. To the extent that the taxes generated by this assessment are used to pay for provincially recognized expenditure, they will be replaced dollar for dollar by provincial grants. There will be no offsetting grants to cover unrecognized expenditure.

Approximately 70 per cent of education property taxes are used to fund provincially recognized expenditure on a province-wide basis. This means that a similar portion of revenue losses will be covered by increased provincial grants. The experiences of individual school boards will vary from this provincial average depending upon the amount of unrecognized expenditure of the board relative to its tax base.

14. Is any special assistance going to be provided to the public boards to offset the impact of this change?

The grant funding model provides for increases in grants to boards that experience a loss of assessment. On a province-wide basis, this will represent about 70 per cent of the tax loss.

There will be no special assistance beyond this automatic entitlement. However, the advance notice of the change and the three year phase-in should provide the public boards with the time to plan for the change.

15. What will the grant offsets to public school boards cost the province?

Since the increased grants to public school boards because of lost assessment will be matched by the decreased grants to separate school boards that gain assessment, there is no cost to the province associated with this offset.

16. How does a school board's assessment wealth and grant entitlement work?

As a school board's assessment wealth increases, its basic grant entitlement decreases. Similarly, as a board's assessment wealth decreases, its basic grant entitlement increases.

17. What further background can you give to the sharing of publicly-traded corporations?

Prior to 1990, most public corporate assessment was automatically assigned to the public school system. Pooling was introduced in 1990 to ensure that this valuable source of revenue was shared more fairly between public and separate school boards within the same jurisdiction.

Pooling is being phased in over a six-year period, of which 1994 is the fifth year. Separate and French-language school boards will see a substantial increase in their share of the assessment of publicly-traded corporations and some non-share capital corporations by the end of the phase-in period.

At the time the pooling legislation was introduced, \$180 million in additional funding was committed to ensure that no school board would experience a loss of revenue due to pooling.

In 1990, the Basic Per Pupil Grant received by all school boards was enhanced by \$16 per pupil from this fund. A further \$16 per pupil was incorporated for each year of 1991, 1992 and 1993, for a total increase in the 1993 basic per pupil grant of \$64 per pupil. Similar enhancements will occur for the rest of the phase-in period.

At the time this policy was being developed, both public and separate school board representatives were consulted, and it was decided to divide the assessment of publicly-traded corporations within a municipality to reflect the proportion of residential and farm assessment designated to each board. Under this policy,

a school board's share of the assessment of publicly-traded corporations was therefore not related to the number of enroled pupils.

With its six-year phase-in, the assessment of publicly-traded corporations and telephone and telegraph receipts is being shared among coterminous school boards on the basis of residential assessment.

Even after the additional grants were included, there were a number of public school boards that experienced a net loss of revenue because of pooling. These boards were given an additional special grant to compensate them for their net loss.

18. How will the province's Standard Mill Rate be affected over the next three years?

The variables affecting the province's Standard Mill Rate (SMR) are the same variables that affect the SMR irrespective of the new policy which has been explained above. These variables include the following: 1) enrolment changes, 2) changes to the assessment rolls, 3) equalization factors between school boards or the shifting of grants between school boards, and 4) The transfer payments to the education sector from the Ministry of Finance.

19. How can this new initiative best be viewed?

This new initiative is another important step toward greater fairness in the funding of Ontario's publicly-funded schools. It continues in the direction set by the legislation introduced in 1989 when coterminous "pooling" was introduced based on the percentage of residential/farm assessment accruing to each school board.

This initiative is an important step in the larger picture of education finance reform. It will also lead to greater equity in the funding of education in Ontario.

The Minister of Education and Training expects that all publicly-funded school boards in Ontario will continue in their restructuring efforts by addressing appropriate cost efficiencies and expenditure reductions. This new initiative provides a fairer distribution of the resources so that this restructuring can take place.

20. How can public school boards manage this change on top of the Expenditure Control Plan (ECP) and Social Contract changes?

The ECP and Social Contract changes will be completed by the time this change is fully phased in. The change is being announced

well in advance and is being phased in over three years to allow school boards to plan effectively.

21. Why is this taking so long to do?

Unlike the earlier (1990 - 1995) change, there is no guarantee that public school boards will not lose revenue and therefore it needs to be phased in. In addition, the first phase-in continues until 1995.

The following questions and answers deal with the legislative changes.

22. How have the legislative changes been addressed?

Legislative changes that address the school board sharing of assessment of publicly traded corporations are found in the Budget Measures Act, 1994 (Bill 160). Part III of this Bill addresses the school support of corporations and the sharing of telephone and telegraph revenues.

23. What Acts have been amended?

The Acts that have been amended are the County of Oxford Act, the District Municipality of Muskoka Act, the Education Act, the Municipal Act, and the Regional Municipalities Act.

24. What legislative changes have been made to address the school portion of the telephone and telegraph tax levied by municipalities?

The County of Oxford Act, the District of Municipality of Muskoka Act, the Municipal Act, and the Regional Municipalities Act have been changed.

These Acts now provide that the school portion of the telephone and telegraph tax levied by the municipality is shared between the public and separate school boards on the basis of the degree of support for each school board arising from the residential and farm assessment in the municipality.

Amendments to these Acts change the basis for sharing to one based on the enrolment of each school board. This change will be phased in over the three-year period .

25. What legislative changes have been made to the Education Act?

Section 113 of the Education Act has been amended to change the basis upon which the assessment for school purposes of publicly-traded corporations and non-share capital corporations in the public domain is shared between public and separate school boards. This assessment was formerly shared on the basis of the support for each board arising from the residential and farm assessment in the municipality in which the property was located.

Where two or more boards operate in areas of common territorial jurisdiction, the assessment will be shared on the basis of the enrolment of each board of pupils resident within these areas.

26. How will the method of enrolment be determined?

The method of determining enrolment will be prescribed by regulation.

The Minister of Education and Training will provide enrolment data to the assessment commissioner before October 15 each year. The assessment commissioner will, in turn, provide this data to each municipal clerk within his or her jurisdiction, for purposes of the sharing of the school portion of the telephone and telegraph tax levied in the municipality.

27. How will the phase-in be implemented?

Fixed sharing ratios will be prescribed by regulation for the 1996, 1997, and 1998 taxation years for each lower-tier municipality.

28. Will a new regulation be required?

Since the phase-in of the present, assessment-based sharing system was also done by way of annual regulations, the existing regulation-making power will simply be extended from 1995 to 1998 to permit the phasing-in of the new system.

29. When will the amendments take effect?

Although the Budget Measures Act, 1994 has received Royal Assent, the education amendments will come into effect on December 1, 1995, so that they will govern the assessment rolls returned in 1995 for taxation in 1996.

1994 12 29

ROBERT M. MORROW
MAYOR



Referred to the Operations
and Finance Committee at
Board - 1995 01 19

1994 December 19

Mr. Robert Stewart
Chairman of the Board
Hamilton Board of Education
100 Main Street West
Hamilton, ON L8N 3L1

Dear Mr. Stewart:

As I am sure you are aware, Monday, 1995 May 8 is the 50th Anniversary of the end of the hostilities in the European Theatre of Operations. The City of Hamilton has struck a VE Day Celebrations Committee to begin planning events to commemorate this special day.

In honour of this historic event I would like to extend an invitation to the Hamilton Board of Education to declare 1995 May 8 a holiday in order that students in Hamilton may participate in these celebrations.

Should your Board decide against declaring this day a school holiday, perhaps a program could be incorporated into the schools' curriculum for 1995 May 8 so that the students can be made aware of the significance of VE Day.

Thank you for giving this matter your consideration.

Yours truly,

Robert M. Morrow
Mayor



To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

E L E M E N T A R Y / S E C O N D A R Y

(a) That the following trips requests be approved:

(i) City-Wide Choir Trip, Grades 4-8, Kingston, 1995 04 27-29 (Thursday to Saturday)

(ii) City-Wide Art Trip, Grades 6-8, Camp Kwasind, Huntsville, 1995 06 04-08 (Sunday to Thursday)

(iii) C.B. Stirling, Grades 6-8, Moonstone/Mount St. Louis, 1995 02 14 (Tuesday)

(iv) Chedoke, Grade 8, Mount St. Louis, Barrie, 1995 03 01 (Wednesday)

(v) Memorial, Grades 6-8, Moonstone-Mount St. Louis, Barrie, 1995 02 22 (Wednesday)

(vi) Memorial, Grades 6-8, Horseshoe Valley, Barrie, 1995 02 22 (Wednesday)

(vii) Norwood Park, Grades 6-8, Talisman/Kimberley, Collingwood, 1995 03 03 (Friday)

(viii) Viscount Montgomery, Grades 6-8, Moonstone/Mount St. Louis, Barrie, 1995 03 07 (Tuesday)

(ix) Westview, Grades 6-8, Stratford-on-Avon, Stratford, 1995 05 11 (Thursday)

(x) Westview, Grade 7, Camp Wanakita, Haliburton area, 1995 05 28-31 (Sunday to Wednesday)

(xi) Glendale, Grades 10-OAC, Mount St. Louis, Barrie, 1995 03 07 (Tuesday)

(xii) Scott Park, Grades 9-OAC, Snow Valley/Mount St. Louis, Barrie, 1995 02 28-03 01 (Tuesday to Wednesday)

(xiii) Sherwood, Grades 9-OAC, Stratford-on-Avon, Stratford, 1995 05 10 (Wednesday)

(xiv) Westmount, Grades 11-OAC, Toronto, 1995 02 13-14 (Monday to Tuesday)

(xv) Hill Park, Grades 11-OAC, Italy, 1996 03 7-16 (Thursday to Saturday)

Respectfully submitted,

D. Goodridge,
Director of Education
and Secretary

1. The first part of the document is a list of the names of the persons who have been named in the document. The names are listed in alphabetical order.

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URBAN/MUNICIPAL

CAY ON HBL W26

A34

1995

A G E N D A
SPECIAL MEETING OF THE
OPERATIONS AND FINANCE COMMITTEE

1995 02 27

URBAN MUNICIPAL

MAR 1 1995

GOVERNMENT DOCUMENTS

GENERAL

NEW BUSINESS:

1. Presentation and Review of the 1995 Budget Estimates

ERRATA

NO. 1

GOVERNMENT DOCUMENTS

URBAN/MUNICIPAL
CAY ON HBL W26
A34
1995

URBAN MUNICIPAL

A G E N D A
OPERATIONS AND FINANCE COMMITTEE
1995 03 07

MAR 8 1995

GOVERNMENT DOCUMENTS

Confirmation of the minutes of the regular meetings of 1995 01 10 and 1995 02 07.

GENERAL
BUSINESS ARISING OUT OF THE MINUTES:

1. Presentation re Assessment Base
- Mr. R. L. Cushing, Regional Assessment Commissioner
2. Response from the Officials to the Presentation by Woodview Children's Centre re rental rates - Pages 1 to 16
3. Report re Education Centre Parking Lot and Security of all Board Sites - Pages 17 and 18

NEW BUSINESS:

1. Request for a liquor licence - Sir John A. Macdonald Secondary School's 25th Anniversary
2. Motion re Trustees' Travel Allowance and Parking Fees at the Education Centre - referred at 1995 02 16 Board
"That the travel allowance of \$1,150 for trustees be amended to \$1,134.21 for travel and parking at the Education Centre."
3. Short Term Disability Transportation - requested by Trustee Hill
4. Request for Quarterly Operating Statements by Superintendency
- Trustee E. Johnstone

ELEMENTARY/SECONDARY
BUSINESS ARISING OUT OF THE MINUTES:

1. Verbal Update from Working Group re Kindergarten registration practices

NEW BUSINESS:

1. Recommendations of the Director of Education - Page 19
2. Request for a Policy re Outdoor Student Activities During Cold Weather
- Trustee Korz

INFORMAL

1967

GOVERNMENT DOCUMENTS

TO: The Chairman and Members
Operations and Finance Committee
1995 03 07

FROM: P. Shewfelt
Superintendent of Finance and Treasurer

PREPARED BY: D. Sage
Manager, Audit and Assessment

RE: RENTAL RATE POLICY - SECTION 27 PROGRAMS (Woodview Children's Centre)

REPORT FOR DECISION

BACKGROUND:

Ontario Regulations 306, Special Education Programs and Services mandates that

5. (1) Every board shall ensure that the special education plan of the board provides for the enrolment and placement of each person under the age of twenty-one years who is qualified to be a resident pupil of the board and who resides or is lodged within the area of jurisdiction of the board in a centre, facility, home, hospital or institution, other than a private school, that is approved, designated, established, licensed or registered under any Act, and in which no education program is provided by the Ministry or the Ministry of Correction Services.

(2) Where the centre, facility, home, hospital or institution referred to in subsection (1) is situate within the area of jurisdiction of the board, the board shall make provisions in its special education plan for the enrolment and placement of each person under the age of twenty-one years who,

(a) is a resident in such centre, facility, home, hospital or institution and

(b) would be qualified to be a resident pupil of the board if the person's parent or guardian was also resident within the area of jurisdiction of the board.

When a board provides these services through Ministry approved programs, Section 27 of the General Legislative Grants (GLG's) permits the recovery of approved expenditures such as teacher salary and benefits. Eligibility for Ministry funding is contingent on the board entering into a clearly articulated agreement with each institution (Appendix A).

Since 1989, the Woodview Children's Centre and Day Treatment Program has been operating within Westdale and Delta Secondary Schools. As a part of their start up and commitment, Woodview renovated classrooms at a cost of \$18,000 in order to better accommodate student needs. At that time, the Board applied a rental charge per classroom. The rental of \$14 per room represented an annual expense to Woodview of approximately \$1,800.

In December 1993, the Board adopted an all encompassing rental policy. This new policy would produce rental rates on a cost recoverable basis at the completion of a five year phase-in period. Applying this policy to the Woodview Centre, the rental cost would escalate to \$8,000 per annum.

At the Operations and Finance Committee meeting, November 1994, a brief was presented by Mr. Rick Ludkin on behalf of the Woodview Centre. Many benefits derived by the Board's partnership arrangement were highlighted (Appendix B). In conclusion, the extent and quality of the current program would be greatly diminished should Woodview be required to contribute a significant portion of their operating funds towards the rental of space.

ISSUE:

To specifically respond to the brief presented by the Woodview Children's Centre and in general, address the rental charge imposed on all Section 27 programs accommodated in Board facilities.

RECOMMENDATIONS:

1. That the Woodview Centre program, while operating within open school facilities, be exempt from the rental rate policy and that a nominal fee of \$1.00 per annum be imposed.
2. That all qualifying Ministry of Education Section 27 treatment facilities accommodated in open schools of the Board be charged a nominal fee of \$1.00 per annum.
3. That any qualifying Ministry of Education Section 27 programs accommodated in closed Board facilities be charged the appropriate operating costs associated with the space provided.

RATIONALE

All boards are charged under the Education Act and Ontario Regulations with the responsibility of ensuring that the special needs of our students are addressed. In partnership with the Ministry of Education and Section 27 Programs, the Hamilton Board fulfills this legislated mandate in a most cost effective way. The Board is fully engaged with the Section 27 programs through the hands-on establishment of goals and objectives and staff resources. Under the direction of the Superintendent of Program, the supervision of assigned teachers is the responsibility of the Board.

Section 27 programs can be classified into three facility categories - Care, Treatment and Corrections. Appendix C describes these facility types, program location and the number of teacher placements. This exhibit also reflects that the majority of Section 27 programs are housed outside of the Board in their own facilities which are funded by the Ministry of Community and Social Services.

When accommodation of these programs is provided for in open schools, the operating costs of the space becomes incremental. For example, when an open school has unoccupied space, heat, hydro and cleaning continues in this area, although demand is slightly reduced. When the space becomes occupied, the utility and cleaning demands increase only marginally. Should accommodation of a program be required in a closed school, the cost structures are dramatically altered. This results from increased utilities required for the whole school as these services cannot be localized to the occupied space. Other costs to activate a closed school would include repairs, maintenance, grounds, security, etc.

It is through the legislation and partnership linkage that the use of open school space be considered operational, thereby creating an exclusion from the application of the rental policy. The rental policy exemption of Section 27 Treatment Centres would pertain to both the Woodview Centre and Lynwood Hall. Lost revenue to the Board in 1995 would be approximately \$2,500.

THIS AGREEMENT made as of the 1st day of September, 1994.

BETWEEN:

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
(hereinafter called the "Board")

OF THE FIRST PART

- and -

!

(hereinafter called the "Facility")

OF THE SECOND PART

WHEREAS the Facility operates programs for the care and treatment of children;

AND WHEREAS the Board is to provide education to all qualified school age pupils in its area of authority and for such other pupils as the Board may, from time to time, agree to educate, subject to the provisions of the Education Act and any amendments thereto;

AND WHEREAS the Facility and the Board have agreed that education will be provided by the Board to school age children in the care of the Facility as permitted by the Regulations to the Education Act, since all children should have the opportunity of developing as completely as possible in accordance with their individual abilities, needs and aspirations;

NOW THEREFORE in consideration of the mutual covenants hereinafter set out, the parties hereto covenant and agree as follows:

1. The Facility will continue its ongoing care and treatment program for pupils who have been admitted to the Facility for treatment and are in the educational program in accordance with its goals and objectives set out in Schedule "A" hereto.

2. The Board will provide one (1) classroom at / Elementary School, at /, Hamilton, Ontario, for an estimated enrollment of six (6) to eight (8) full-time equivalent students per day. Any changes made to the classroom will be at the

expense of the Facility, but will not be commenced until approved by the Board.

3. The Board will provide the maintenance services ("Services") described in Schedule "D" hereto.

4. The Facility will pay to the Board for the Services and for the use of the classroom, the amounts as set out in Schedule "C" hereto. Payment shall be to the Board at the Education Centre, 100 Main Street West, Hamilton, Ontario. L8N 3L1, made the times as set out in Schedule "C".

5. (a) The Facility, in consultation with the Board, will provide staff persons on a ratio of one staff person to one teacher, to give the direct support described in Schedule "B" to the educational program. Such staff persons shall be supervised by and be responsible to the Facility's Director or designate.

(b) Staff members shall be subject to the policies and by-laws of the Facility and the rules and regulations thereof.

(c) The Facility will provide supervision and inter-service training for its staff and the Board's teachers when appropriate and when agreed upon by the s. 27 Consultant of the Board.

6. The Facility will provide back-up clinical support services, including psycho-social assessment, behaviour management, individual and family counselling where appropriate.

7. (a) The admission and discharge of clients to the Facility's program of care, treatment or diagnosis will be the responsibility of the Director or designate and staff of the Facility.

(b) The admission and discharge of exceptional pupils, as defined in the Education Act, to or from the educational program will be the responsibility of the appropriate Identification, Placement and Review Committee of the Board, when necessary.

8. The Board, in consultation with the Facility, will provide a qualified special education teacher or teachers on a ratio of one (1) qualified special education teacher for six (6) to eight (8) full-time equivalent pupils.

9. (a) Teachers in the educational program will be employees of the Board and subject to the policies and by-laws of the Board and the Education Act and Education Act or any amendments or regulations thereto.

(b) The final decision as to which teacher is designated will be that of the Board.

(c) When a teaching staff change is made, the Board will attempt to effect a smooth transition with as little disruptive affect to the program as possible.

10. Teachers at the Facility will participate in professional development as arranged by the Board and the s.27 Consultant. Classes will be cancelled during such time as the teacher participates in professional development and no substitute will be provided.

11. Teachers will participate in appropriate and relevant training, care and treatment decisions reached by the multi-disciplinary team that is under the general direction of the Executive Director or designate of the Facility, including without limiting the generality of the foregoing, attendance at Facility team meetings.

12. The Board will provide supplies, furniture and equipment as may be required under the Regulations of the Education Act.

13. The Board will provide educational assessment and diagnostic and consultative support to assist teachers, under the supervision and administration of the Superintendent of Program or designate.

14. (a) The supervision of the educational program will be the direct responsibility of the Board.

(b) The operation of the school program shall fall under the general supervision of the Board's Superintendent of Program or designate, who will work with the teacher or teachers at the Facility in accordance with the policies of the Board and the provisions of the Education Act.

(c) It shall be the responsibility of the Superintendent of Program or

designate to assist with the transfer of the Board's pupils at the Facility to other Board schools at such times as are deemed appropriate and necessary.

15. Conflicts between the Board and the Facility around issues involving personnel, shall be resolved as follows:

(a) by ongoing communication through the Board's official liaison, the s. 27 Consultant of the Board and the Facility's Director.

(b) when a resolution is not available through 14. (a) then, by communication between the Board's supervisor of special education and the Facility's Director.

(c) when a resolution is not possible through 14.(a) or 14.(b), by direct communication between the Board's Superintendent of Program and the Facility's Director.

(d) when a resolution is not possible through 14.(a), 14.(b) or 14.(c), then by communication between the Board's Superintendent of Program and the Facility's President or Chairman of the Board of Directors.

16. This agreement may be amended, in writing, by agreement of both parties and with the written approval of the Ministry of Education.

17. This agreement shall remain in full force and effect from 1st day of September, 19// to the 30th day of June, 19// , provided the Ministry of Education funds the Board for the total cost (including fringe benefits) for that portion of the time spent by the Board's staff directly or indirectly in the operation of the educational program at the facility. Any renewal of this agreement shall be completed on or before the / day of /, 19//. Renewals of this agreement and additions or deletions thereto shall require the written approval of both the Board and the Facility and the Ministry of Education.

18. This agreement may be terminated at any time with the consent of both parties. This agreement may be terminated by either party on either the 30th of December or on the 30th of June, upon at least forty-five (45) days written notice.

19. This agreement shall come into full force and effect upon the date the

Board receives approval from the Ministry of Education.

20. In the event of a labour dispute in which either the teacher or the treatment or care staff undertake a withdrawal of services, the Facility and the Board shall jointly decide on a course of action to either continue or discontinue the educational program during the period of time such services are withdrawn.

IN WITNESS WHEREOF the parties hereto have affixed their hands and corporate seals under their respective duly authorized signing officers.

**THE BOARD OF EDUCATION FOR
THE CITY OF HAMILTON**

PER:

Chairman

PER:

Superintendent of Finance and Treasurer

/

PER:

Executive Director

1. The first part of the report deals with the general situation of the country and the progress of the work during the year. It is divided into two main sections: the first section deals with the general situation and the second section deals with the progress of the work.

2. The second part of the report deals with the results of the work during the year. It is divided into two main sections: the first section deals with the results of the work in the field and the second section deals with the results of the work in the laboratory.

3. The third part of the report deals with the conclusions of the work during the year. It is divided into two main sections: the first section deals with the conclusions of the work in the field and the second section deals with the conclusions of the work in the laboratory.

4. The fourth part of the report deals with the recommendations of the work during the year. It is divided into two main sections: the first section deals with the recommendations of the work in the field and the second section deals with the recommendations of the work in the laboratory.

5. The fifth part of the report deals with the summary of the work during the year. It is divided into two main sections: the first section deals with the summary of the work in the field and the second section deals with the summary of the work in the laboratory.

SCHEDULE A

Schedule A to the Agreement between the Board of Education for the City of Hamilton and Woodview Children's Centre in reference to paragraph one (1).

THE GOALS OF
WOODVIEW CHILDREN'S CENTRE
ADOLESCENT DAY TREATMENT PROGRAM

General

To provide Care and Treatment for emotionally disturbed children and their families.

Specific

1. To provide treatment to severely emotionally disturbed children (ages 6 to 16).
2. To provide a broad range of treatment approaches and remedial programs which will benefit the child and family.
3. To work extensively with the family, school and community so that the child may resume normal functioning as soon as possible.

Philosophy

Woodview Children's Centre believes in the capacity and willingness of all human beings to change and improve their ability to relate to one another.

**Appendix to the Agreement between the Board of Education for the City of
Hamilton and Woodview Children's Centre**

THE GOALS OF THE BOARD OF EDUCATION
FOR THE CITY OF HAMILTON

**All students should have the opportunity of developing as completely as possible
according to their individual abilities, needs and aspirations.**

Brief

The Hamilton Day Treatment Program
of
Woodview Children's Centre

Presented to

The Operations and Finance Committee
of the Hamilton Board of Education

By

Woodview Children's Centre
69 Flatt Rd.
Burlington, Ontario
L7R 3X5

Contact:
Rick Ludkin
(905)575-7355

Hamilton, Ontario

November 2, 1994

A. Introduction:

The Hamilton Board of Education is contemplating financial decisions which have neglected to weigh relevant factors. In particular, a dramatic increase in rent is being proposed which will jeopardize not only the success of this program, but indeed its very continuance. The financial benefits of this program to the board have been overlooked, and the financial burden that will be placed on the Hamilton Board of Education by the recent proposal has not been appreciated. This brief is intended to apprise the decision makers more fully of the effects of their proposal, both in terms of quality of programming as well as the financial burden they will in reality be placing on their own board.

B. Brief Overview of Woodview Children's Centre:

Woodview Children's Centre is an Ontario Children's Mental Health Centre funded by the Ministry of Community and Social Services. Woodview runs a variety of children's mental health programs in Hamilton-Wentworth, Halton, and Brant Counties. In Hamilton-Wentworth, these programs consist of: Canada House, a residential treatment facility for emotionally disturbed adolescent males; Woodview Manor, a supported independent living program for high-functioning adults with autism/pervasive developmental disorder (PDD); and the Adolescent Day Treatment Program, a non-residential treatment program for adolescents with severe behavioural problems, is centred in classrooms at two local high schools- Delta and Westdale. The Westdale classroom provides a treatment/education program for both Day Treatment students and students from Canada House, Woodview's residential treatment facility for teenage boys, many of whom are from the Hamilton Public Board.

C. The Day Treatment Program - How It Started:

The impetus behind the development of the Day Treatment Program came from the collaborative efforts of the three local boards of education in the fall of 1986. At that time representatives from each board met with local providers of mental health services through the co-ordination of the A.A.T.D. (Association of Agencies for Treatment and Development). The 3 school boards, including the Hamilton Public Board, emphasized their need for a treatment program for assisting students who were not benefiting from any of the specialized services these boards offered. The school boards identified a large number of students, demonstrating severe, long-standing behavioural and academic problems, who had been "through the system" yet still needed help, which the boards felt was beyond their level of expertise.

F.2

In 1988, at the request of the boards of education, Woodview and several other agencies submitted program proposals to serve these students. Woodview's proposal was chosen as the most workable. The program was to be funded through a Section 27 Agreement between the Ministry of Education and the Ministry of Community and Social Services. The Hamilton Public Board agreed to house the program at Delta and Westdale high schools, although the considerable cost (approx. \$18,000) of renovating the classrooms was borne by Woodview Children's Centre. The program was to be a resource to all three boards.

The first student entered the program in February 1989.

D. The Day Treatment Program - A Brief Description:

The three school boards originally identified approximately 80 students, between the ages of 13 and 16 years, in need of this specialized program. The school boards described the students' three most common problems as Social Skills Deficits, Family or Parenting Issues, and Academic Difficulties. In addition, other frequently noted problems included anxiety, depression, truancy, and social isolation or lack of adult involvement.

The severity of the students' problems necessitated a large and well-trained staffing group. The "classroom team" was made up of a teacher provided by the Hamilton Public Board of Education (fully subsidized by the Ministry of Education), and 2 youth workers and part-time family worker provided by Woodview.

A major treatment decision was to locate the program within regular schools. (Almost invariably "day treatment" programs have been housed in hospital settings or in "segregated" schools for specialized populations.) This would facilitate integrating the students back into the mainstream as soon as possible. Also, being in a school made partial integration viable and allowed our staff not only to support these students but also to work with individual teachers in integrated classroom settings to ensure success.

A major thrust of this program is to develop students' skills in specific areas, in particular to develop the social skills necessary to deal constructively with others; to develop recreational skills which can provide a basis for positive interaction with others and enhance self-esteem; to develop life skills allowing the student to live efficiently and, if necessary, as independently as possible; and to develop the academic and vocational skills to enable the student to advance successfully. This development takes place through teaching the various skills, providing opportunities to use these skills (at school, within the family, and in the community), and providing feedback on that performance.

P.3

While parental involvement is not an absolute requirement of the program, it is encouraged. As family and parenting problems are prevalent among those adolescents targeted, family work is a necessary factor in a successful day treatment program. Many parents require some family or marital counselling, child management advice, and support in times of crisis.

The classroom component assesses each student's areas of academic strength and weakness as well as behavioural skills. A highly individualized program is then developed to support and assist the student. This program plan is developed and implemented by the classroom team and, when necessary, includes input from consultants (hired by Woodview).

Our mandate is not to provide "outreach" or prevention types of services. However, in 3 separate years we underspent our budget, which resulted in a modest surplus position-approximately \$2000 in each year. We used these funds to respond to appeals for help from local schools to provide recreational programs 2 nights per week. From November 1990 - June 1991 we worked with approximately 50 students per night at Lloyd George Public School. From February-June in 1992 and in 1994 we worked with 60 students at Memorial Public School. Both schools have a serious shortage of community recreational facilities in their areas.

E. The Day Treatment Program - Current Status:

From its inception, placement of difficult students in the Day Treatment Program has been in high demand. In response to this demand, in 1991 Woodview negotiated with the Hamilton Public Board to increase the Full Time Equivalency (F.T.E.) of its Delta classroom from 8 to 10 students and its Westdale classroom from 6 to 8 students (4 for Canada House and 4 for Day Treatment). At the moment, the 2 classes are working with 25 students on a full-time or part-time basis (15 at Delta and 10 at Westdale).

Although the program was designed to provide services to all 3 local boards of education, the Hamilton Public Board has greatly exceeded the other boards in accessing the Day Treatment classes. Of the 71 students we have worked with in this program, excluding students from Canada House, 89% of them (63 students) have come from the Hamilton Public Board.

The rate of referral remains high. In the past 6 months there have been approximately 20 referrals to the Delta classroom alone from the Hamilton Public Board.

Recently the Hamilton Public Board initiated discussions with us as to how our program might be expanded.

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F. Discussion of Costs:

Since the opening of our Day Treatment classrooms, Woodview has been required to pay the Hamilton Public Board \$14.00 per week per classroom, calculated over 40 weeks per year. The total cost for the 3 rooms comes to approximately \$1800 (including GST). The reason for this charge has never been clear. In Brantford, where Woodview runs similar Day Treatment programs in the schools, the cost is a nominal \$1, in recognition of the benefits we confer.

We have to ask why the Hamilton Public Board is charging us for services. In essence, the Board asks us to take care of its most difficult students and then charges us for rendering that service. Sixty-three of the seventy-one students we've worked with over the past five and a half years have come from the Hamilton Public Board. As soon as a student enters our program the Board is relieved of all costs of his/her education - the teacher's salary and benefits, classroom "consumables", and some administration costs are reimbursed by the Ministry of Education. Also, the board is relieved of all costs of treatment (including professional consultation), as these are covered by Woodview (through the Ministry of Community and Social Services).

As well as relieving the Board of the cost of educating and treating these students, there is a considerable contribution that each "home" school receives from our program. In five and a half years our staff has coached 32 sports teams (including 8 city championship playoff teams); run the school yearbook 3 years, run a school-wide recycling program, helped run an Outers Club, run a chess club, provided consultation to school staff, and made readily available our resources: van, fax, computers, camping equipment, telephone, etc.

It is very odd that the Hamilton Public Board charges us for rendering our services, especially when other school boards, such as the one in Brantford, charge us only a nominal amount of \$1.

The Hamilton Public Board is proposing to increase our rent over the next 5 years from \$1800 to \$8088; an increase of 3% this year; 80% in Year 2; 260% in Year 4; and 350% by Year 5. What would be the effect on our program of such increases?

The quality of our program would deteriorate as we would be unable to provide beneficial programming options, such as swimming lessons that are an integral part of our physical education program. Initially the Board split the cost of renting a pool/lifeguard with us (the Board's cost was approximately \$700). Two years ago the Board withdrew their support of this program, which required us to cover its full cost. With continued financial pressure, we would be forced to drop this program altogether. The same could be said for a number of other program

P.5

options. Camping trips and special summer events would be in jeopardy. Certainly we would not be able to do "outreach" programs in neighbourhood schools.

There would be a decrease in the Full Time Equivalency (F.T.E.). We would be forced to reduce staffing, meaning that fewer students could be served through the program. This would put the full financial burden of providing services for those students cut from the program back on the Hamilton Public Board.

Our organization, like many others, is into the third year of a budget and -salary freeze. Ultimately, we would have to severely curtail the program, or institute a pay-for-service schedule. This would defeat the original goal of this program, namely to provide a treatment program for hard-to-serve students through the collaboration of the Board of Education and a service provider like Woodview.

G. Concluding Remarks:

In summary, it is Woodview Children's Centre's opinion that the Hamilton Public Board's demand for rent is poorly conceived in light of the considerable financial and practical benefits that the program confers on the Board and to each school involved. Further, the proposed rental hike would only result in increased costs to the Board as the capacity of the Day Treatment Program would be greatly diminished.

SECTION 27 PROGRAMS

CARE			TREATMENT			CORRECTIONS		
Students in a hospital or residential care program - psychiatric - long term health problems - pregnant teens - severely developmentally delayed			Students involved in a program dealing with their socio-emotional health - social difficulties - family related difficulties - psychiatric out-patients - conduct disorder - emotionally disturbed			Students between the ages of 12 - 18 incarcerated in a minimum security to maximum security facility		
PROGRAM NAME	NO. OF TEACHERS	BOARD LOCATION	PROGRAM NAME	NO. OF TEACHERS	BOARD LOCATION	PROGRAM NAME	NO. OF TEACHERS	BOARD LOCATION
Children's Hospital MUMC (elementary)	1.5		Hatts Off (elementary)	1.0		Arrell Youth Centre (secondary)	3.0	
Children's Hospital MUMC (secondary)	0.5		Hatts Off (secondary)	1.0		Calvert House (secondary)	1.0	Vincent Massey School
St. Joseph's Hospital (elementary)	0.5		Lynwood Hall - onsite (elementary)	2.0		Dawn Patrol (secondary)	1.0	
St. Joseph's Hospital (secondary)	1.0		Lynwood Hall - offsite (elementary)	1.0	Briarwood School	Hamilton Wentworth Detention Centre (secondary)	5.0	
Rygiel Home (elementary)	1.0		Cornerstone (secondary)	1.0		Newcombe House (secondary)	1.0	Vincent Massey School
Grace Haven (secondary)	2.0		Woodview Children's Centre (secondary)	1.0	Westdale Secondary School	Patterson House (secondary)	1.0	
			Woodview Day Treatment (secondary)	1.0	Delta Secondary School	Peninsula Youth Services (secondary)	3.0	

DATE: 1995 03 07

TO: The Chairman and Members
Operations and Finance Committee

FROM: P. C. Gillie, Superintendent Administrative and Operational Services
W. D. Haynes, Manager Administrative Services

RE: Education Centre Parking Lot and Security of all Board Sites

REPORT: Information and Decision

BACKGROUND:

Over the past several years discussions have taken place regarding the Education Centre parking lot and security of all Board sites including the Education Centre.

Under the direction of the Superintendent Human Resources Services, the Education Centre Parking Lot Committee was established in the summer of 1994 to address equity parking for Education Centre staff. The "Report on Education Centre Staff Equity Parking" was presented at the 1995 02 07 meeting of the Operations and Finance Committee. The report was approved at the 1995 02 16 meeting of the Board.

Discussions on the security of all Board sites, including the Education Centre, have been underway since 1992. Administration has become increasingly concerned about unauthorized individuals being found in the Education Centre and the numerous thefts of equipment, wallets or clothing.

Specific members of the Education Centre Parking Lot Committee with the addition of two Trustees, by motion at the 1994 12 06 meeting of the Operations and Finance Committee, formed the Parking and Building Security Committee. Internal reorganization brought this committee under the direction of the Superintendent Administrative and Operational Services. The committee addressed the concerns that have been indicated in order to stabilize parking lot traffic flow and to enhance the security of all Board sites, especially the Education Centre.

ISSUE:

To install appropriate mechanical devices, deploy staff and utilize electronic technology to stabilize the Education Centre parking lot traffic flow, to provide controlled access to the Education Centre building and parking lot, to improve security at the Education Centre and to enhance the security monitoring of all Board sites.

RECOMMENDATIONS:

1. That controlled electronic access to the Dundurn Street South service facility at all times, except during the regular Monday to Friday business hours, be approved and implemented by 1995 05 01.
2. That the installation of mechanical parking gates with electronic card access at the Education Centre parking lot be approved and implemented by 1995 09 01.
3. That upgrading of the security monitoring equipment in the Education Centre be approved and implemented by 1995 09 01.
4. That continuous twenty-four hour a day staffing of the security monitoring operation in the Education Centre be approved and implemented by 1995 05 01

RATIONALE:

As of 1995 01 01 the staff provided by the Canadian Corps of Commissionaires to perform parking and building security services became Hamilton Board of Education employees. The recommendations recognize these changes in operating conditions and include modifications to retain the services.

A nominal savings of \$2,000 is estimated during the first year of operations. During the second and each subsequent year, a savings of \$42,000 is estimated.

The following rationale is presented to the Trustees as support for the recommendations in this report:

1. The changes will result in improved security control.
2. Installation of mechanized parking gates on the Education Centre parking lot will provide an effective control of traffic flow.
3. The security of all Board sites is monitored from the Education Centre. The reliability of the current equipment is deteriorating and there is no back-up system. Replacement of the monitoring equipment and improvements in the operating methods will enhance the service.
4. Continuous twenty-four hour a day coverage of the security monitoring operation will provide more effective and efficient service.

Report prepared by:

W. D. Haynes, Manager Administrative Services
Parking and Building Security Committee Members
W. Hicks R. Mulholland M. Quinn D. Russon
M. McInychuk M. Newman R. Rasian K. Seguin

Submitted by:

P. C. Gillic, Superintendent Administrative and Operational Services

Hamilton Board of Education
Education Centre
1995 03 07

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

E L E M E N T A R Y / S E C O N D A R Y

(a) That the following trips requests be approved:

(i) Burkholder Drive, Grades 6-8, Camp Arowhon, Algonquin Park, 1995 06 06-09 (Tuesday to Friday)

(ii) G. L. Armstrong, Grade 6, Camp Wanakita, Haliburton area, 1995 05 23-26 (Tuesday to Friday)

(iii) Hess Street, Grades 5-6, Valen's Conservation, Dundas, 1995 06 07-09 (Wednesday to Friday)

(iv) Norwood Park, Grades 7-8, St. Donat, Quebec, 1996 01 07-10 (Sunday to Wednesday)

(v) Queen Victoria/W. H. Ballard/Fernwood Park, Grades 4-5, Teen Ranch, Orangeville, 1995 05 25-26 (Thursday to Friday)

(vi) Westview, Grades 6-8, Mount St. Louis/Moonstone, Barrie, 1995 03 24 (Friday)

(vii) Westview, Grades 7-8, Band Festival, Canada's Wonderland, Toronto, 1995 05 23 (Tuesday)

(viii) Scott Park, Grades 11-OAC History, Sightseeing Historical Sites, Washington, D.C., U.S.A., 1995 04 26-30 (Wednesday to Sunday)

(ix) Sherwood, Grades 9-OAC, Track & Field meet, Mansfield, Ohio, U.S.A., 1995 04 13-15 (Thursday to Saturday)

(x) City Wide, Grades 6-OAC, Black History study, Buffalo, N.Y., 1995 04 26 (Wednesday)

Respectfully submitted,

D. Goodridge,
Director of Education
and Secretary

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URBAN/MUNICIPAL
CA4 ON HBL W26
A34
1995

A G E N D A
SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE
1995 03 30

GENERAL

1. Application for Financing Construction of Child Care Centres **Pages 1-2**
- requested by Trustee Bishop

INTRODUCTION

1. Status of the 1995 Estimates **- Pages 3 to 5**

BUSINESS ARISING OUT OF THE MINUTES:

1. Consumable Expenditure Reductions - \$1,000,000 **- Page 6**
2. 1994 Expenditures by Superintendency **- Page 7**
3. Motion to adopt a budget not to exceed 2.8% increase to the taxpayer
4. Rental Fees - French Language Section
5. Options available to the Board to realize savings which include but are not limited to the Workload Study of CUPE 1344
6. Afternoon Shifts for Cleaners in Secondary Schools, effective 1995 09 01

NEW BUSINESS:

1. Other Considerations

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Co-operative Education Program
2. Lunchroom Supervision
(change ratio from 1:40 to 1:80 effective May 1 - $\$1,483,000 \times 60\% \div 2 = \$450,000$)

NEW BUSINESS:

1. Other Considerations

URBAN/MUNICIPAL
CAY ON HBL W26
A34
1995

A G E N D A
SPECIAL MEETING OF THE OPERATIONS AND FINANCE COMMITTEE
1995 03 30

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1. Application for Financing Construction of Child Care Centres Pages 1-2
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NEW BUSINESS:

1. Other Considerations



Ontario

Ministry of
Community and
Social Services
Hepburn Block
80 Grosvenor Street
Toronto ON M7A 1E9

Ministère des
Services sociaux
et communautaires
Édifice Hepburn
80 rue Grosvenor
Toronto ON M7A 1E9

Ministry of
Education and
Training
Mowat Block
900 Bay Street
Toronto ON M7A 1L2

Ministère de
l'Éducation et
de la Formation
Édifice Mowat
900 rue Bay
Toronto ON M7A 1L2

MEMORANDUM TO: Directors of Education

FROM: Mariette Carrier-Fraser
Lucille Roch

SUBJECT: CHILD CARE CENTRES

DATE: February 14, 1995

In his capital funding announcement of June 9, 1994 the Minister of Education and Training, Dave Cooke, made reference to a separate fund which would finance the construction of child care centres. For the first time the Ministry of Education & Training (MET) is in a position to fund a limited number of child care centres at existing school sites. This expands the initiative which provides centres at all new and replacement elementary schools, and at new secondary schools where a board specifically requests a child care centre. The available additional centres, to be established in existing schools, will also be at the request of the board.

MET and the Ministry of Community and Social Services (MCSS) have established a process by which boards may request an allocation from this fund, and a list of points which will be considered in the evaluation of submissions. Each allocation is for a maximum of \$350,000. This application process will be independent of the regular Capital Expenditure Forecast submission.

Applications must, as a minimum, be supported with documented proof of the need for the centre, and have strong MCSS, community and municipal support for the location. This would include evidence of how the proposed centre would serve the overall community plan for child care. All centres will be school-based, and planning must recognize the problems and potential costs of adding to or renovating an existing building. The board(s) submitting the proposal should have a strong commitment to, and have a clearly defined policy on, child care. Since funding is limited, it will not be possible to fund all proposals.

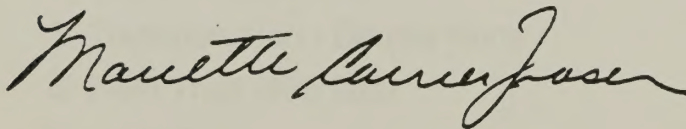
Each proposal will be evaluated taking the following points into consideration.

- High need for school-based child care has been identified in the area.
- The proposed centre is supported by the MCSS local management plan for child care delivery, and has municipal and community support.
- If the centre is part of either an existing or proposed multi-use adaption of the school, it will be given priority.
- Priority may similarly be given to provision of a centre as part of larger construction project, as a cost consideration, all other things being equal.

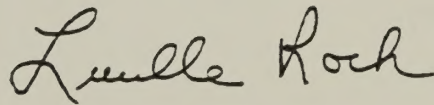
- 2 -

- Depending on the number and quality of submissions received, it may be decided to distribute the available allocations to the different regions of the province, rather than concentrate them in one area.
- Consideration will be given to areas which have not previously accessed MET child care allocations.

School boards planning to make a submission should first contact the Area Office of MCSS for assistance with the appropriate documentation. A list of those offices is attached. When a decision is made to apply, the board should pass a resolution requesting funding. Completed submissions should be forwarded to MET Regional Offices, no later than March 31, 1995. Final selection of projects will be done by a joint MET-MCSS committee. It is anticipated that allocations would be announced in April, 1995.



Mariette Carrier-Fraser
Assistant Deputy Minister
Elementary, Secondary and Postsecondary
Operations and French-Language
Education Division



Lucille Roch
Assistant Deputy Minister
Children, Family and
Community Services

c.c. Regional Directors of Education
Area Office Managers - MCSS

1. The first of the two main parts of the report is a general survey of the situation in the country. It is a very interesting and useful survey, and it is well worth reading.

2. The second part of the report is a detailed study of the situation in the country. It is a very interesting and useful study, and it is well worth reading.

3. The third part of the report is a detailed study of the situation in the country. It is a very interesting and useful study, and it is well worth reading.

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STATUS OF THE 1995 ESTIMATES

Reduction Required to Original Estimates

To Achieve a 0% Increase in the Mill Rate

\$25,608,500

(Taxes \$1,111.48, Inc. \$160.49, 16.88%)

Adjustments

1. Change in the 1994 Deficit From

\$2,178,470 (Estimated) to \$638,656 (Actual)

(1,539,814)

2. Change in the 1995 Grants from

\$75,874,215 (Estimated) to \$77,028,706 (Revised)

(1,154,491)

3. Adjustment to Estimated Cafeteria Income

(30,035)

4. Capital Allocations

(4,200,000)

5. Transportation - Double Runs

(100,000)

6. Field Trips (\$85,000)

(45,000)

7. Legal Fees

(50,000)

8. Rentals - Caretaking/Cellular

(12,000)

9. Mill Rate Stabilization Reserve

(1,495,000)

10. Transportation - Outdoor Education

(25,000)

11. Rentals - Non-Mandated Programs

(150,000)

12. Salaries and Wages

(4,438,000)

13. School Software

(40,000)

14. Board Minutes

(6,000)

15. Unassigned Caretakers

(108,000)

16. Consumable Expenditures

(1,000,000)

(14,393,340)

Taxes \$1,022.78, Inc. \$71.79, 7.55%

\$11,215,160

PAGE 4
The Board of Education for the City of Hamilton
1995 Estimates
Expenditures

Page 2 - Revised
95 03 29

EXPENDITURES	1994	1994	1995	INCR./ (DECR.) OVER	
	APPROVED	ACTUALS	ESTIMATES	PRIOR YEAR	
	BUDGET			\$	%
Remuneration					
Salaries & Wages	\$ 206,510,728	211,708,572	205,724,832	(785,896)	(0.38%)
Social Contract	(5,541,600)	(9,528,835)	(10,825,068)	(5,283,468)	95.34%
	200,969,128	202,179,737	194,899,764	(6,069,364)	(3.02%)
Employee Benefits	24,402,124	24,339,077	25,010,324	608,200	2.49%
Total Remuneration	225,371,252	226,518,814	219,910,088	(5,461,164)	(2.42%)
Fixed					
Energy	5,900,000	5,905,399	5,983,000	83,000	1.41%
Debt Charges	2,250,100	2,261,784	3,225,936	975,836	43.37%
Rentals - Computer Equipment	2,460,000	2,450,286	2,616,000	156,000	6.34%
Fees & Contractuals					
- Transportation	5,083,242	5,156,687	5,127,472	44,230	0.87%
- Insurance	424,130	424,224	702,682	278,552	65.68%
Tuition Fees	5,109,563	5,183,957	5,298,339	188,776	3.69%
Charge Back of Taxes	3,110,180	3,110,180	3,974,600	864,420	27.79%
Total Fixed	24,337,215	24,492,517	26,928,029	2,590,814	10.65%
Variable					
Consumables					
Travel	269,775	277,886	257,235	(12,540)	(4.65%)
Personnel Training	405,755	234,877	443,585	37,830	9.32%
Bursaries & Student Aid	117,775	110,532	123,675	5,900	5.01%
Books, Films & Software	1,593,097	1,560,529	1,550,889	(42,208)	(2.65%)
Supplies & Services	9,341,368	9,024,489	8,856,040	(485,328)	(5.20%)
Other Expense	598,017	553,909	552,972	(45,045)	(7.53%)
Reductions-unspecified	0	0	(1,000,000)		
	12,325,787	11,762,222	10,784,396	(1,541,391)	(12.51%)
Contractuals					
Rentals - Other	323,515	403,505	194,455	(129,060)	(39.89%)
Fees & Contract. - Other	503,760	563,712	606,770	103,010	20.45%
	827,275	967,217	801,225	(26,050)	(3.15%)
Capital					
Repairs, Bldgs & Grnds	2,614,000	3,208,197	4,907,510	2,293,510	87.74%
New & Repl. Equipment	1,674,301	1,958,270	3,172,849	1,498,548	89.50%
Capital From Current	1,504,529	1,734,432	1,751,000	246,471	16.38%
Perm. Improvements	557,321	782,353	734,571	177,250	31.80%
Reductions-unspecified	0	0	(4,200,000)		
	6,350,151	7,683,252	6,365,930	15,779	0.25%
Other					
Transfer to Reserves	155,700	116,574	56,100	(99,600)	(63.97%)
Total Variable	19,658,913	20,529,265	18,007,651	(1,651,262)	(8.40%)
Total Expenditures	\$ 269,367,380	271,540,596	264,845,768	(4,521,612)	(1.68%)

**The Board of Education for the City of Hamilton
1995 Estimates
Revenues**

Page 3 - Revised
95 03 29

93 03 29

REVENUES	1994 APPROVED BUDGET	1994 ACTUALS	1995 ESTIMATES	INCR./ (DECR.) OVER PRIOR YR.	
				\$	%
<u>Fixed</u>					
General Legislative Grants	\$ 84,023,199	84,403,751	84,648,865	625,666	0.74%
Social Contract	<u>(5,541,600)</u>	<u>(5,542,661)</u>	<u>(7,620,159)</u>	<u>(2,078,559)</u>	<u>37.50%</u>
Net General Legislative Grants	78,481,599	78,861,090	77,028,706	(1,452,893)	(1.85%)
Suppl. Taxes, T&T, PIL	7,300,597	7,183,959	6,896,638	(403,959)	(5.53%)
Tuition Fees	<u>15,103,892</u>	<u>15,565,386</u>	<u>14,613,933</u>	<u>(489,959)</u>	<u>(3.24%)</u>
	<u>100,886,088</u>	<u>101,610,435</u>	<u>98,539,277</u>	<u>(2,346,811)</u>	<u>(2.33%)</u>
<u>Variable</u>					
Surplus (Deficit)	5,151,175	5,138,275	(638,654)	(5,789,829)	(112.40%)
Other Provincial Revenues (1)	1,098,607	1,168,445	885,596	(213,011)	(19.39%)
Recoverable Transportation	70,000	72,109	75,000	5,000	7.14%
Rental Revenue	556,073	558,532	437,048	(119,025)	(21.40%)
Capital Recoveries	49,500	97,018	60,000	10,500	21.21%
Other Revenue	<u>1,246,360</u>	<u>1,847,551</u>	<u>1,033,874</u>	<u>(212,486)</u>	<u>(17.05%)</u>
	8,171,715	8,881,930	1,852,864	(6,318,851)	(77.33%)
Transfer from I.I.S. Reserve	0	100,000	200,000	200,000	100.00%
Mill Rate Stabilization Reserve	4,529,090	4,529,090	1,495,000	(3,034,090)	(100.00%)
Levy for Mill Rate	<u>155,780,487</u>	<u>155,780,487</u>	<u>162,758,627</u>	<u>6,978,140</u>	<u>4.48%</u>
	<u>168,481,292</u>	<u>169,291,507</u>	<u>166,306,491</u>	<u>(2,174,801)</u>	<u>(1.29%)</u>
Total Revenues	<u>\$ 269,367,380</u>	<u>270,901,942</u>	<u>264,845,768</u>	<u>(4,521,612)</u>	<u>(1.68%)</u>
Realty Taxes	<u>950.99</u>		<u>1022.78</u>	<u>71.79</u>	<u>7.55%</u>

Assessment Base

820,146,302

797,821,626

(1) The Assistance for Pay Equity grant, which was previously included under "Other Provincial Revenues" in the 1994 Approved Budget, has been re-allocated to the General Legislative Grants in order to conform to the current presentation format.

THE UNIVERSITY OF CHICAGO LIBRARY 1950

Author		Title		Date	
Last Name		First Name		Year	
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Adams		John		1950	
Adams		John		1951	
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The Board of Education for the City of Hamilton
1995 Budget
Consumables & Equipment

	Travel	Staff Development	Bursaries	Books, Films Software	Supplies & Services	Other	New/Repl. Equipment	Total	% Red'n Original
Director					15,000	5,000	1,000	21,000	8.3% 252,784
Program	7,000	25,000		25,000	85,000		150,000	292,000	18.5% 1,581,664
Sup'ts of Schools	4,000	55,000		67,000	100,000		130,000	356,000	5.3% 6,791,960
French Language Section		500		1,000	1,000	1,000		3,500	2.2% 161,941
Administrative & Operational Services		15,000		11,000	189,000	2,700	20,000	237,700	5.2% 4,539,993
Human Resource Services	1,000	40,000		1,000	19,000		100,000	161,000	19.0% 847,942
Financial Services	1,500	8,000		2,000	30,000	500	5,000	47,000	16.7% 280,630
Total	13,500	143,500	0	107,000	439,000	9,200	406,000	1,118,200	7.8%

Year	Month	Day	Time	Location	Activity	Remarks	Signature
1968	Jan	1	10:00	Field	Survey	Clear	
1968	Jan	2	10:00	Field	Survey	Clear	
1968	Jan	3	10:00	Field	Survey	Clear	
1968	Jan	4	10:00	Field	Survey	Clear	
1968	Jan	5	10:00	Field	Survey	Clear	
1968	Jan	6	10:00	Field	Survey	Clear	
1968	Jan	7	10:00	Field	Survey	Clear	
1968	Jan	8	10:00	Field	Survey	Clear	
1968	Jan	9	10:00	Field	Survey	Clear	
1968	Jan	10	10:00	Field	Survey	Clear	
1968	Jan	11	10:00	Field	Survey	Clear	
1968	Jan	12	10:00	Field	Survey	Clear	
1968	Jan	13	10:00	Field	Survey	Clear	
1968	Jan	14	10:00	Field	Survey	Clear	
1968	Jan	15	10:00	Field	Survey	Clear	
1968	Jan	16	10:00	Field	Survey	Clear	
1968	Jan	17	10:00	Field	Survey	Clear	
1968	Jan	18	10:00	Field	Survey	Clear	
1968	Jan	19	10:00	Field	Survey	Clear	
1968	Jan	20	10:00	Field	Survey	Clear	
1968	Jan	21	10:00	Field	Survey	Clear	
1968	Jan	22	10:00	Field	Survey	Clear	
1968	Jan	23	10:00	Field	Survey	Clear	
1968	Jan	24	10:00	Field	Survey	Clear	
1968	Jan	25	10:00	Field	Survey	Clear	
1968	Jan	26	10:00	Field	Survey	Clear	
1968	Jan	27	10:00	Field	Survey	Clear	
1968	Jan	28	10:00	Field	Survey	Clear	
1968	Jan	29	10:00	Field	Survey	Clear	
1968	Jan	30	10:00	Field	Survey	Clear	
1968	Jan	31	10:00	Field	Survey	Clear	

Continued on next page

**The Board of Education for the City of Hamilton
1994 Summary of Financial Information
Expenditures**

		Remuneration	Fixed	Variable	Total	Surplus (Deficit)
DIRECTOR'S OFFICE	Budget	\$526,831	0	336,554	863,385	
	Actual	500,245	0	315,408	815,653	
		26,586	0	21,146	47,732	47,732
TRUSTEES	Budget	250,767	0	83,219	333,986	
	Actual	249,183	0	61,771	310,954	
		1,584	0	21,448	23,032	23,032
PROGRAM SERVICES	Budget	11,243,450	86,220	3,002,804	14,332,474	
	Actual	10,876,814	98,678	2,623,466	13,598,958	
		366,636	(12,458)	379,338	733,516	733,516
SUPERINTENDENTS OF SCHOOLS	Budget	174,864,046	0	7,441,643	182,305,689	
	Actual	176,224,454	0	7,056,595	183,281,049	
		(1,360,408)	0	385,048	(975,360)	(975,360)
FRENCH LANGUAGE SECTION	Budget	2,730,223	196,853	192,317	3,119,393	
	Actual	2,692,631	261,196	194,536	3,148,363	
		37,592	(64,343)	(2,219)	(28,970)	(28,970)
ADMINISTRATIVE & OPERATIONAL SERVICES	Budget	2,734,167	8,360,000	6,078,529	17,172,696	
	Actual	2,578,070	8,355,685	7,641,324	18,575,079	
		156,097	4,315	(1,562,795)	(1,402,383)	(1,402,383)
HUMAN RESOURCES SERVICES	Budget	30,963,938	0	1,580,605	32,544,543	
	Actual	31,394,286	0	1,533,565	32,927,851	
		(430,348)	0	47,040	(383,308)	(383,308)
FINANCIAL SERVICES	Budget	2,057,830	15,694,142	943,242	18,695,214	
	Actual	2,003,132	15,776,958	1,102,599	18,882,689	
		54,698	(82,816)	(159,357)	(187,475)	(187,475)
TOTAL EXPENDITURES	Budget	225,371,252	24,337,215	19,858,913	269,367,380	
	Actual	226,518,814	24,492,517	20,529,265	271,540,596	
		(\$1,147,562)	(155,302)	(870,352)	(2,173,216)	(2,173,216)

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APR 11 1995

**AGENDA
OPERATIONS AND FINANCE COMMITTEE
1995 04 11**

GOVERNMENT DOCUMENTS

Confirmation of the minutes of the regular meeting of 1995 03 07 and special meetings of 1994 04 25, 1995 01 09, 1995 02 27, 1995 02 28, 1995 03 06, 1995 03 09, 1995 03 21, 1995 03 23, 1995 03 27, 1995 03 30.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the SHAIR International Resource Centre
Pages 1-10

NEW BUSINESS:

1. Recommendation of the Director of Education
Page 11
2. Presentation - Theatre Aquarius
See attached package
CA4ONHBLW26 A57
3. Audited Financial Statement of the Board
See attached package
CA4ONHBLW26 A58
4. Audited Financial Statement of the Board for the City of Hamilton Foundation
See attached package
Coded separately
5. Line of Credit
Pages 12-15
6. Update - Educational Purchasing Group, Hamilton-Wentworth District
Page 16
7. Report from the Sesquicentennial Year Celebrations Committee
Pages 17-26
8. Correspondence from St. Cecilia School, Hamilton-Wentworth Roman Catholic Separate School Board re by-law amendment regulating adult videos [referred at 1995 03 21 Board]
Pages 27-28
9. Request for a Liquor Licence - Delta Secondary Class of 1975 - 20th Reunion
10. Information re FreeNet in Hamilton - requested by Trustee Johnston
11. Report of the Special Education Advisory Committee
Page 29

ELEMENTARY/SECONDARY

NEW BUSINESS:

1. Recommendations of the Director of Education
Pages 30-31
2. Senior Kindergarten French Immersion, Sanford Avenue, George R. Allan and Earl Kitchener Schools - Requested by Trustee Bishop

1970-1971

1972-1973

1974-1975

TO: The Chairman and Members of
The Operations and Finance Committee
1995 04 11

FROM: Greg Rutledge, Controller
Frank Cooke, Assistant Superintendent of Program

RE: ***STUDENTS OPPOSITION TO THE SELLING OF
PEPSICO. PRODUCTS IN LOCAL SCHOOLS***

REPORT: For Information/Discussion

BACKGROUND:

In February, the SHAIR Youth Group of Hamilton-Wentworth presented a report on human right violations in Burma and PepsiCo.'s involvement in that country.

PepsiCo. is a large corporation that sells and produces a wide range of products in many countries under many trade names. All suppliers must comply with the laws of Ontario and Canada.

It is within the mandate of the individual school to acquire vending machines as an alternative method to raise money to fund school activities. Under our Food Policy, schools are encouraged to co-ordinate all fund raising activities through students' councils and to explore fund raising alternatives such as sports clothing, flowers and citrus fruits, dances, magazines and spices.

A survey of the schools has not been conducted to determine which schools have PepsiCo. products and/or alternatives because it is a local school decision. It is our belief that the moral issues raised by SHAIR should be resolved at the school reflecting the values of the community. Defining positions of morality for the system is difficult because it infringes on the right of individuals decisions.

ISSUE:

To determine the position of Trustees on the sale of PepsiCo. products in our schools and the Education Centre.

RECOMMENDATION:

- (a) That this report be received for information.
- (b) That where possible alternatives be available to students and staff.

- 2 -

RATIONALE:

Our curriculum is developed to encourage students to make informed decisions but it does not mandate morality. Further, it promotes multiculturalism and anti-violence.

Under our Policies for Food Consumption on School Properties, fifteen recommendations were approved in 1990-07-19. Several recommendations are highlighted.

- (a) That the total school community be involved in improving nutritional understanding in schools.
- (b) That the Board encourage staff and students to make good nutritional choices by changing attitudes towards nutritious food and actively promoting foods with good nutritional value.
- (c) That the Board provide nutritional information to all those involved with food in the schools.
- (f) That schools be encouraged to sell nutritious items at low or no profit and increase prices on junk food.
- (i) That principals of composite secondary schools ensure input is invited from staff and students, including the student council, about cafeteria services on a regular basis, and report any concerns to the Officer responsible for the food contracts.

The students have a right to make an informed decision as to whether to buy or not to buy PepsiCo. products. Alternatives are usually available in school or outside of school.

SHAIR may wish to raise this issue with Student Councils and seek alternatives at their schools.

Attachments: (1) SHAIR presentation
(2) Minister of Foreign Affairs

January 23, 1995

**RE: Student Opposition to the Selling of PepsiCo. Products
in Local Schools**

Dear Committee Members,

We are the SHAIR Youth Group of Hamilton-Wentworth area representing six schools from both local school boards. Our focus of study this year has been the human rights situation in Burma and PepsiCo.'s involvement in that country.

Burma's government is an illegal one, having won only 2% of the seats in the 1990 election. It is run by a military junta called SLORC (State Law and Order Restoration Council). This is a criminal regime whose offences include:

- *Imprisoning Nobel Peace Laureate Aung San Suu Kyi, and suppressing her party and supporters after its landslide election win in 1990.*
- *Forcing civilians to serve as army porters and human minesweepers.*
- *Exploiting the world's last great teak forests. Burma suffers the world's third highest rate of deforestation.*
- *Expanding the world's largest heroin trade causing massive addiction and rapid growth of AIDS.*
- *Diverting all its foreign exchange earnings into the military.*

Burma's illegal government is fuelled by foreign investment within the country. A significant foreign investor is PepsiCo., as it is the only major fast food firm in Burma. PepsiCo.'s presence also symbolizes the West's approval of SLORC. Other investors have pulled out of Burma, stating that "it is not possible to do business in Burma without directly supporting the military government and its pervasive violations of human rights." - Levi Strauss and Co.

Exiled Burmese students began the boycott against PepsiCo.'s investments in hopes of dismantling the support for the illegal government which has been responsible for the killing of thousands of students.

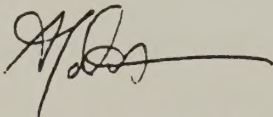
As a group representing Hamilton students, we've decided to join in solidarity with our fellow students from Burma. In order to determine the degree of our connection to this human rights issue as PepsiCo. product consumers, we conducted a survey in a number of local schools. The results show the following:

- *High representation of PepsiCo. products in local secondary school cafeterias (of both local school boards) and PepsiCo. machines outside of the cafeterias, as well.*
- *On average, school cafeterias sell snack foods that are mostly PepsiCo. products. In some schools, exclusively PepsiCo. snack foods are sold.*
- *All except one school has PepsiCo. machines, most have more than one.*
- *Machines, where present, are also an obvious advertising presence for Pepsi. PepsiCo. machines are also found in elementary schools.*

We as concerned students and consumers, resent the presence of PepsiCo. products in our schools and the fact that this forces us to support SLORC. It is both unethical and hypocritical to have PepsiCo. within the schools where we should be learning about human rights issues and our involvements. We are particularly opposed to schools taking out contracts with PepsiCo..

We ask you to seriously consider our concerns and discontinue the marketing of PepsiCo. products in our schools. We look forward to a prompt response and would be available to meet with you to discuss this issue in more detail.

Sincerely,



for

SHAIR Youth Group

Encl.

MAR 10 1995

Minister of Foreign Affairs



Ministre des Affaires étrangères

(2.)

Ottawa, Canada K1A 0G2

FEB 14 1995

Mr. Murray D. Lumley
178 Orchard Drive
Ancaster, Ontario
L9G 1Z9

Dear Mr. Lumley:

Your Member of Parliament, Mr. John Bryden, has forwarded to me a copy of your letter of December 20, 1994, regarding the human rights situation in Burma and Pepsico's interests in that country.

As you are no doubt aware, Pepsico is an American corporation and is therefore outside the Government of Canada's jurisdiction. The Canadian government does not promote Canadian business in Burma. However, as there is no official trade embargo against Burma, the Canadian government cannot stop Canadian companies from doing business with Burma if they choose to do so.

Burma is of particular concern to the Canadian government because of its record of gross and systematic human rights violations and its refusal to abide by the results of a democratic election. Through bilateral and multilateral channels, Canada has worked to promote democratic development and respect for human rights in Burma, while maintaining a policy of critical engagement. We will continue to express our concern to the State Law and Order Restoration Council (SLORC) until it demonstrates that it is prepared to respect fundamental human rights and show a definite commitment to return to democratic government.

Canada does not provide any assistance to Canadian companies that may want to do business in Burma. Our bilateral trade with Burma totals approximately several hundred thousand dollars annually, mainly in medicine and textiles. The Canadian commercial interests section in the British Embassy in Rangoon is

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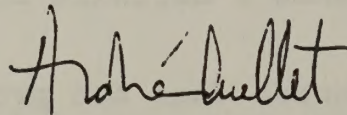
now closed. In addition, Canada prohibits the export of military goods to Burma. I can assure you that Canadian export control regulations are among the most restrictive of all western countries and all applications for export permits are subject to intensive review.

At the Association of Southeast Asian Nations (ASEAN) Post-Ministerial Conference, which was held in Bangkok in July, I strongly supported the establishment of benchmarks to monitor Burma's progress in its movement toward democracy. These benchmarks would include the unconditional release of Nobel laureate Aung San Suu Kyi and other political prisoners; the establishment of talks on democratic reform; the granting of access to political prisoners and refugees for the International Committee of the Red Cross and the United Nations High Commissioner for Refugees respectively; SLORC's agreement to a transitional constitutional process and timetable; legal guarantees for minorities; the abolition of forced labour and the repeal of censorship laws.

In addition, at the 49th session of the United Nations General Assembly (UNGA), which was held recently in New York, Canada co-sponsored a strongly-worded unopposed resolution condemning human rights violations in Burma. For your information, I enclose a copy of this resolution. We also co-sponsored a similar resolution at last year's session. In his statement to the Third Committee of UNGA in November 1994, our Ambassador to the UN, Mr. David Karsgaard, voiced Canada's concern about Burma's disregard for human rights and the democratic process and called for the release of Aung San Suu Kyi and other political detainees.

Please be assured that we will continue to monitor the human rights situation in Burma and will make our views known both directly to the Burmese military authorities and in multilateral fora.

Yours sincerely,



André Ouellet

Enclosure

c.c. Mr. John Bryden, M.P.

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UNITED
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A



General Assembly

Distr.
LIMITED

A/C.3/49/L.43
2 December 1994

ORIGINAL: ENGLISH

Forty-ninth session
THIRD COMMITTEE
Agenda item 100 (c)

HUMAN RIGHTS QUESTIONS: HUMAN RIGHTS SITUATIONS AND REPORTS OF SPECIAL RAPPORTEURS AND REPRESENTATIVES

Andorra, Armenia, Australia, Austria, Belgium, Benin,
Bulgaria, Canada, Chile, Costa Rica, Denmark, Estonia,
Finland, France, Germany, Greece, Hungary, Iceland, Ireland,
Italy, Liechtenstein, Luxembourg, Netherlands, Norway,
Panama, Poland, Portugal, Republic of Moldova, Romania,
Russian Federation, Spain, Sweden and the United Kingdom of
Great Britain and Northern Ireland: draft resolution

Situation of human rights in Myanmar

The General Assembly,

Reaffirming that all Member States have an obligation to promote and protect human rights and fundamental freedoms as stated in the Charter of the United Nations and elaborated in the Universal Declaration of Human Rights, 1/ the International Covenants on Human Rights 2/ and other applicable human rights instruments,

Aware that, in accordance with the Charter, the Organisation promotes and encourages respect for human rights and fundamental freedoms for all and that the Universal Declaration of Human Rights states that "the will of the people shall be the basis of the authority of Government",

Recalling its resolution 48/150 of 20 December 1993,

1/ Resolution 217 A (III).

2/ Resolution 2200 A (XXI), annex.

A/C.3/49/L.43

English

Page 2

Recalling also Commission on Human Rights resolution 1992/58 of 3 March 1992, 3/ in which the Commission, inter alia, decided to nominate a special rapporteur to establish direct contacts with the Government and with the people of Myanmar, including political leaders deprived of their liberty, their families and their lawyers, with a view to examining the situation of human rights in Myanmar and following any progress made towards the transfer of power to a civilian Government and the drafting of a new constitution, the lifting of restrictions on personal freedoms and the restoration of human rights in Myanmar,

Recalling further Commission on Human Rights resolution 1994/85 of 9 March 1994, 4/ by which the Commission extended for one year the above mandate of the Special Rapporteur,

Gravely concerned that the Government of Myanmar still has not implemented its commitments to take all necessary steps towards democracy in the light of the results of the elections held in 1990,

Gravely concerned also at the continued violations of human rights in Myanmar, as reported by the Special Rapporteur, in particular summary and arbitrary executions, torture, forced labour and forced relocations, abuse of women, politically motivated arrests and detentions, restrictions on fundamental freedoms, including the freedom of expression and assembly, and the imposition of oppressive measures directed in particular at ethnic and religious minorities,

Noting that the human rights situation in Myanmar has consequently resulted in flows of refugees to neighbouring countries, thus creating problems for the countries concerned,

Noting also the measures taken by the Government of Myanmar, including its accession to the Geneva Conventions of 12 August 1949 5/ on the protection of victims of war, the conclusion of cease-fire agreements with several groups of ethnic and religious minorities in Myanmar, the withdrawal of its reservations to the Convention on the Rights of the Child 6/ and the release of a number of political prisoners in response to the concerns expressed by the international community, including the General Assembly and the Commission on Human Rights,

Welcoming the cooperation between the Government of Myanmar and the Office of the United Nations High Commissioner for Refugees on the voluntary repatriation of refugees from Bangladesh to Myanmar,

1/ See Official Records of the Economic and Social Council, 1992, Supplement No. 2 (E/1992/22), chap. II, sect. A.

4/ Ibid., 1994, Supplement No. 4 (E/1994/24), chap. II, sect. A.

5/ United Nations, Treaty Series, vol. 75, Nos. 970-973.

6/ Resolution 44/25.

1. Expresses its appreciation to the Special Rapporteur of the Commission on Human Rights for his interim report; 1/
2. Expresses also its appreciation to the Secretary-General for his report;
3. Deplores the continued violation of human rights in Myanmar;
4. Repeats its call on the Government of Myanmar to release unconditionally and immediately the Nobel Peace Prize Laureate Aung San Suu Kyi, who is now in her sixth year of detention without trial, and other political leaders and remaining political prisoners;
5. Welcomes the recent meetings between the Government of Myanmar and Nobel Peace Prize Laureate Aung San Suu Kyi and encourages the Government of Myanmar to engage in a substantive political dialogue with Aung San Suu Kyi and other political leaders, including representatives from ethnic groups, as the best means of promoting national reconciliation and the full and early restoration of democracy;
6. Welcomes also the recent discussions between the Government of Myanmar and the Secretary-General and further encourages the Government of Myanmar to continue to cooperate fully with the Secretary-General;
7. Again urges the Government of Myanmar, in conformity with its assurances given at various times, to take all necessary steps towards the restoration of democracy in accordance with the will of the people as expressed in the democratic elections held in 1990, and to ensure that political parties can function freely;
8. Notes with concern that most of the representatives duly elected in 1990 are still excluded from participating in the meetings of the National Convention, created to prepare basic elements for the drafting of a new constitution, and that one of its objectives is to maintain the participation of the armed forces in a leading role in the future political life of the State, and notes also that there is as yet no process nor timetable for concluding the National Convention;
9. Strongly urges the Government of Myanmar to take all appropriate measures to allow all citizens to participate freely in the political process in accordance with the principles of the Universal Declaration of Human Rights, and to accelerate the process of transition to democracy, in particular through the transfer of power to democratically elected representatives;
10. Urges the Government of Myanmar to ensure full respect for human rights and fundamental freedoms, including freedom of expression and assembly, the protection of the rights of persons belonging to ethnic and religious minorities, and to put an end to violations of the right to life and integrity

1/ A/49/594 and Add.1, annex.

A/C.3/49/L.43
English
Page 4

of the human being, to the practices of torture, abuse of women, forced labour, forced relocations, to enforced disappearances and summary executions;

11. Appeals to the Government of Myanmar to consider becoming a party to the International Covenant on Civil and Political Rights 2/ and the International Covenant on Economic, Social and Cultural Rights 2/ and to the Convention against Torture and Other Cruel, Inhuman and Degrading Treatment or Punishment; 8/

NW 12. Urges the Government of Myanmar to fulfil its obligations as a State party to the Forced Labour Convention 1930 (No. 29) and to the Freedom of Association and Protection of the Right to Organize Convention 1984 (No. 87) of the International Labour Organization;

NW 13. Stresses the importance for the Government of Myanmar to give particular attention to conditions in the country's jails and to allow the International Committee of the Red Cross to communicate freely and confidentially with prisoners;

14. Regrets the recent harsh sentences meted out to a number of dissidents, including persons voicing dissent in regard to the procedures of the National Convention and persons sentenced, inter alia, for seeking to communicate with the Special Rapporteur;

15. Regrets also that, while a certain number of political prisoners have been released, many political leaders are still deprived of their freedom and their fundamental rights;

16. Calls upon the Government of Myanmar to respect fully the obligations of the Geneva Conventions of 12 August 1949, 5/ in particular the obligations in article 3 common to the Conventions, and to make use of such services as may be offered by impartial humanitarian bodies;

NW 17. Expresses its concern at the attack by Myanmar army soldiers on the civilian refugee camp at Halockhani on 21 July 1994;

18. Encourages the Government of Myanmar to create the necessary conditions to ensure an end to the flows of refugees to neighbouring countries and to facilitate their speedy repatriation and their full reintegration, in conditions of safety and dignity;

NW 19. Requests the Secretary-General to continue his discussions with the Government of Myanmar in order to assist in the implementation of the present resolution, as well as in its efforts to achieve national reconciliation and to report to the General Assembly at its fiftieth session as well as to the Commission on Human Rights at its fifty-first session;

20. Decides to continue its consideration of this question at its fiftieth session.

Hamilton Board of Education
Education Centre
1995 04 11

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

GENERAL

1. That the following recommendation of the Director of Education be approved:

(a) That up to twelve students, one from each composite secondary school, be permitted to attend a Business Education Student Leadership Conference in Bolton, Ontario, 1995 05 09-10 (Tuesday to Wednesday).

Respectfully submitted,

D. Goodridge,
Director of Education
and Secretary

To: The Chairman and Members of the
Operations and Finance Committee
1995 04 11

FROM: Paul E. Shewfelt, Superintendent of Finance and Treasurer

PREPARED BY: Irene Polidori, Manager, Financial Services

RE: Line of Credit

REPORT: Information

BACKGROUND :

The line of credit was established in order to temporarily finance the day-to-day operations of the Board as well as to provide bridge financing for capital projects until long-term financing for the projects is in place. In May 1989 and March 1990, the Board approved two reports on the line of credit, (Appendix "A").

We continue to utilize our own funds and borrow from the reserves before we borrow externally through the line of credit that has been established with our bank. We disclose the cost of our internal and external borrowings on the Interim Financial Status Report. Our external borrowings have been through the line of credit on which interest is charged at the bank prime rate. Our internal borrowings have been financed through our reserves for which interest is paid to the reserves at the rate the reserves would have earned if the funds had been invested elsewhere, (Appendix "B").

During 1994 we have experienced decreased reserves and anticipate this to continue into 1995. As a result, our ability to borrow internally has lessened.

In 1994, the Board had approved to undertake several large renovation projects for which debenture financing was recommended, (Hillsdale Phase 2, Hill Park Phase 2, and Queen Mary). The estimated costs for these projects is \$14 million. The debentures are to be issued by the Regional Municipality of Hamilton-Wentworth, as we have benefited from their credit rating and service they render on our behalf. The Region has not issued debentures for these projects to date. Consequently, the Board has had to provide bridge financing.

This, coupled with the decreased reserves, has resulted in increased use of our line of credit, (Appendix "C").

ISSUE :

To pursue a less expensive means of bridge financing through instruments recommended in the March 1990 report. In 1994, the expenditure for interest was approximately \$80,000. For the three month period ended March 31, 1995, the interest expenditure is approximately \$190,000. On evaluation of the cost and benefits of the available alternatives, the most appropriate means will be chosen. We will continue to report the costs of internal and external borrowings on the Interim Financial Status Report.

We will also have to evaluate if an increase in the line of credit is warranted. Any proposed change to the line of credit will be brought to the Board for approval.

RECOMMENDATION :

That this report be received for information.

SUMMARY OF RECOMMENDATIONS

May 1989

"That the Chairman of the Board and the Superintendent of Finance and Treasurer be authorized to establish a line of credit not to exceed \$15,000,000, in accordance with Section 208 and Section 217 of the Education Act."

March 1990

"(a) That lines of credit be established with the Canadian Imperial Bank of Commerce and the Regional Municipality of Hamilton-Wentworth to temporarily finance the day to day operating/capital expenditures;

(b) That short-term borrowings be acquired by competitive bids through chartered banks, municipalities, investment dealers and other related financial institutions;

(c) That promissory notes and bankers' acceptances be issued as security by the Board and signed by two of the following:

Chairman or Vice Chairman

and

Superintendent of Finance and Treasurer or Controller."

	Capital Reserves	Retirement Gratuities Reserves	Mill Rate Stabilization Reserves	Restructuring Reserves	Integrated Information Systems Reserves	Total Reserves
Balance at December 31 1994	883,474	4,853,121	1,493,442	200,750	213,770	7,644,557
1995 Provisions	0	1,620,000	0	0	0	1,620,000
Estimated Interest Earnings	64,000	316,000	108,000	14,000	7,500	509,500
Property Rentals	56,100	0	0	0	0	56,100
	<u>120,100</u>	<u>1,936,000</u>	<u>108,000</u>	<u>14,000</u>	<u>7,500</u>	<u>2,185,600</u>
Estimated withdrawals	1,003,574	6,789,121	1,601,442	214,750	221,270	9,830,157
	<u>0</u>	<u>3,000,000</u>	<u>0</u>	<u>0</u>	<u>200,000</u>	<u>3,200,000</u>
Est'd Balance December 31, 1995	1,003,574	3,789,121	1,601,442	214,750	21,270	6,630,157

General	0
BECR - 94 balance	143,853
Interest	10,420
rentals	<u>56,100</u>
	<u>210,373</u>
MECR - 94 balance	739,621
Interest	<u>53,580</u>
	<u>793,201</u>
	<u>1,003,574</u>

* Local share of 1995 Canada-Ontario Infrastructure Works Program (COIW) projects to be funded from here: amount required (based on initial COIW estimates) is \$898,000. It is anticipated there will be a property sale during 1995 which will help offset these costs. Otherwise they can be carried forward into the Capital Fund and into 1996 with no effect on budget or if there are available dollars in Capital from Current at the end of 1995, we can transfer the costs to that line, with Board approval.

January 1 to March 31, 1995

		<----- Cash Inflow ----->			<----- Cash Outflow ----->				
1995	Provincial Grant	City Levy	Other	Total Receipts	Salaries And Benefits	Major Renovations	Other	Total Expenses	Ending Cash Balance
Opening Cash Balance, Jan 1									
Jan 1 to 15	683,600		353,600	1,037,200	2,287,900		4,072,300	6,360,200	571,200
Jan 16 to 31	1,933,600	12,614,000	474,900	15,022,500	9,828,000	29,900	1,461,200	11,319,100	4,274,600
Feb 1 to 15	1,258,600		340,100	1,598,700	7,990,000		2,845,800	10,835,800	-4,962,500
Feb 16 to 28	2,927,700	12,614,000	503,000	16,044,700	10,899,100	502,900	1,742,800	13,144,800	-2,062,600
Mar 1 to 15	918,500		151,500	1,070,000	7,362,300	322,200	2,354,600	10,039,100	-11,031,700
Mar 16 to 31	2,598,300	12,614,000	400,500	15,612,800	10,787,000	10,100	1,459,400	12,256,500	-7,675,400
10,320,300		37,842,000	2,223,600	50,385,900	49,154,300	865,100	13,936,100	63,955,500	-7,675,400
Ending Cash Balance, March 31									

1995 04 11

To: The Chairman and Members of
The Operations and Finance Committee

From: Paul Shewfelt
Superintendent of Finance and Treasurer

Prepared by: Gary Hardman
Purchasing Manager

Re: Educational Purchasing Group, Hamilton-Wentworth District

Report: Information

BACKGROUND:

At the 1994 11 08 meeting of the Operations and Finance Committee, we announced the formation of an Educational Purchasing Group in the Hamilton-Wentworth District. One of our goals was to combine the major classroom supply items into a common purchasing system and thereby maximize savings. Tonight we are pleased to present the results of our common efforts in the form of the Price Catalogue.

The Catalogue contains approximately 2,300 items from which every school in the Hamilton and Wentworth County Boards of Education will be able to order supplies. In addition The Hamilton, Hamilton-wentworth R.C.S.S.B. and Wentworth County Boards have also standardized on approximately 200 caretaking supply items and are presently calling tenders. With our other partners in the co-operative, namely McMaster University and Mohawk College, we have tendered co-operatively on classroom furniture and office furniture. Results of these tenders will be forwarded to each school for inclusion in the Price Catalogue. A review of the tenders indicates an average saving of 32% to 46%. Based on 1994 expenditures on supplies and equipment for the Hamilton Board, this would represent a savings between \$3,200,000 and \$4,600,000. These results are examples of the power of economies of scale, whereby we maximize the schools' buying power. We also remain a member of the Regional Municipal Buying Group which consists of approximately 25 agencies in the Hamilton Region and take advantage of this groups' buying power whenever possible.

As a consortium, we are proud of our initiatives and accomplishments to date. We also believe we are addressing the challenge of the Minister on March 8, 1994 when he indicated--more school boards should show leadership in a time of financial restraint by co-operating with other school boards.

ISSUE:

To share information on the progress of the Educational Purchasing Group.

RECOMMENDATION:

That a progress report be presented in the Fall of 1995.

RATIONALE:

To keep the Board informed of the benefits of Co-operative Purchasing.

The following is a list of the names of the persons who have been appointed to the various positions in the Department of the Interior, for the year 1900.

Department of the Interior
Bureau of Land Management

Commissioner of the General Land Office

Assistant Commissioner

Chief Clerk

The following is a list of the names of the persons who have been appointed to the various positions in the Department of the Interior, for the year 1900.

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Chief Clerk

Commissioner of the General Land Office

Assistant Commissioner

Chief Clerk

Commissioner of the General Land Office

1995 04 11

TO: Chairman and Members
Operations and Finance Committee
Hamilton Board of Education

FROM: Gayla Brock-Woodland
Public Relations Officer

RE: Sesquicentennial Committee Report

REPORT CLASSIFICATION: Decision

BACKGROUND:

In October 1994, the Board received a verbal update from the Board's Sesquicentennial Committee regarding initial planning for celebration of Hamilton's Sesquicentennial Year Celebrations, in 1996. At that time, the Board approved the following motions:

- * that the Sesquicentennial Committee be directed to plan Sesquicentennial celebrations at the Board and school levels, including the integration of the Sesquicentennial into elementary and secondary school programs, the use and display of Board archives and the development of special system events.
- * that the Committee explore all opportunities for our Board and schools to support and co-ordinate with the Hamilton Sesquicentennial Celebrations Committee's plans and events.
- * that the Committee prepare a projected budget.

Since October, the Sesquicentennial Committee has met to fulfil the mandate of the Board. Membership of this Committee (see Appendix I) includes representatives of trustees, elementary and secondary teachers, principal associations, the Program Department, Archives Committee, Hamilton Council of Home and School Associations, local historians as well as the Equity Co-ordinator.

In addition, members of the Board's Committee have attended Hamilton Sesquicentennial Celebrations Committee meetings to obtain information on city-wide events and to identify opportunities for Hamilton Board of Education schools to support and integrate with city-wide special events and programs. The chairperson of the Board's Sesquicentennial Committee has also established contact with the Hamilton-Wentworth Roman Catholic Separate School Board to confirm our interest in collaboration through Sesquicentennial celebrations.

ISSUE:

To share with trustees the Sesquicentennial Committee's plans for the Board's celebration of the City's Sesquicentennial, in 1996.

RECOMMENDATION:

1. That the Report of the Sesquicentennial Committee (Appendix II) be approved.

RATIONALE:

The Sesquicentennial Committee Report focuses on integration of the Sesquicentennial into existing curriculum, offering students a unique opportunity to learn about their own City's history, while achieving learning expectations already identified for each grade level.

Special system-wide events outlined in the Report will allow students to join in the city-wide celebration of Hamilton's Sesquicentennial. Students will be able to feel a sense of pride in our City's past; to understand more about the diverse communities and individuals that have contributed to our success; and to look forward to an equally exciting future.

APPENDIX I

Sesquicentennial Committee Members

(Listed by areas of focus for initiatives included in the Report.)

Archives

Dave Brown - Archives

Doug Robb - O.S.S.T.F. Representative

Dr. John Johnston - Trustee Representative

Curriculum

Chuck Waterman - H.P.A. Representative

Bob Williamson - Local Historian, Speakers' Bureau

Ron Halmos - H.S.S.P.C. Representative

System-Wide Events

Gayla Brock-Woodland - Public Relations Officer (Committee Chairperson)

Ann McNeill - O.P.S.T.F. Representative

Doug Dunford - Program Department Representative

Irene Sushko - Equity Co-ordinator

Russ Weil - Program Department Representative

Lorrie Ann Wannamaker - H.P.A. Representative

Patti Fraser - Hamilton Council of Home & School Associations Representative

Liaison With City

Dr. John Johnston

Gayla Brock-Woodland

APPENDIX 2

CONFIDENTIAL

Administrative Control System

It is the policy of the Department of the Interior to maintain a system of administrative control over the Bureau of Land Management.

CONFIDENTIAL

The Department of the Interior is responsible for the management of the public lands of the United States. The Bureau of Land Management is the principal agency for the management of these lands. The Bureau is organized into several divisions, each of which is responsible for a specific function. The divisions are: (1) Administration, (2) Lands, (3) Minerals, (4) Reclamation, (5) Research, and (6) Technical Services. The Bureau is also responsible for the management of the National System of Public Lands, which includes the National Forest System, the National Park System, and the National Monument System. The Bureau is also responsible for the management of the National Wildlife Refuge System, the National Wetlands System, and the National Historic Landmark System. The Bureau is also responsible for the management of the National System of Public Lands, which includes the National Forest System, the National Park System, and the National Monument System. The Bureau is also responsible for the management of the National Wildlife Refuge System, the National Wetlands System, and the National Historic Landmark System.

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11-00000-17
CONFIDENTIAL

Sesquicentennial Committee
Report

Regulatory Committee Report

Committee Mandate:

To plan Sesquicentennial celebrations at the Board and school levels, including the integration of the Sesquicentennial into elementary and secondary level programs, the use and display of Board archives and the development of special system events.

Objectives:

- * to outline opportunities and ideas that would allow schools to integrate the Sesquicentennial into existing curriculum JK to OAC;
- * to identify system-wide events that would allow all students to participate in the celebration of the City's 150th Birthday, and to experience a sense of pride in our City's past, present and future;
- * to support and co-ordinate with Hamilton Sesquicentennial Committee plans and events.

Guiding Principles:

- * events and programs should provide students with the opportunity to celebrate the unique contributions of diverse communities and individuals throughout the City's past, present and future;
- * events and curriculum connections should occur concurrent with the school year calendar 1995-96;
- * schools must have the flexibility to integrate the Sesquicentennial theme within existing curriculum and the school planning process, to meet the needs of students in that school community;
- * events and program initiatives must be low cost, given current Board financial realities.

Areas of Focus

For planning purposes, the Committee was divided into four areas of focus, as follows:

Curriculum --- to look at ways that Sesquicentennial celebrations could be integrated into existing curriculum.

System-Wide Events -- to plan low-cost system-wide events that would involve all students in the Sesquicentennial celebration.

Archives -- to purpose ways that archive materials could be used to commemorate the City's birthday and to support school activities associated with the Sesquicentennial.

Liaison with City -- to liaise with the Hamilton Sesquicentennial Committee and support that Committee's efforts through co-operation and integration, where possible.

Each group's plans and suggestions are highlighted below.

❑ IDEA BOOK

Based on the approval of the Sesquicentennial Committee Report, we would produce a Sesquicentennial Idea Book for distribution to schools, in early June.

Building on information included in this report, the Idea Book will provide an overview of planned system-wide events as well as outlining opportunities and resources for integrating the Sesquicentennial into existing curriculum. A Brief outline of city-wide events and initiatives would also be included, for information of schools. And we would attach a copy of a Fountain Foundation school brief (which will be supplied to us) to highlight this city-wide event/fundraiser as an option for schools.

❑ CURRICULUM CONNECTIONS

Program in support of Hamilton's Sesquicentennial Celebrations will be delivered through existing Board Curriculum. While the prime focus will occur through Environmental Studies (K-3), Social Studies (4-6) and History/Geography (7-OAC), there will be opportunities for a number of other disciplines to support Sesquicentennial activities.

The approach to celebrating Hamilton's Sesquicentennial will be determined at each school through the School Planning Process for the 1995 - 1996 school year.

The approach to Hamilton's Sesquicentennial will likely be very different, dependent upon the site. While in the elementary schools the approach could be on a continuum from classroom specific to a school-wide theme, it is likely that secondary schools will take a subject-specific focus.

Relevant Curricula

Primary

The "Community" component of the Environmental Studies (K to 3) curricula provides an excellent vehicle for addressing Hamilton's history. In fact, an audio-visual presentation in support of the Grade 3 unit entitled, "My City Hamilton," has been developed by Bob Williamson. A proposal to make this presentation more widely available is included below.

Junior Division

Connections to the Sesquicentennial could be made through "Where Am I In The World" and "People", in Grade 4; "Transportation" and "Communications" in Grade 5; "Shelter" and "Protecting the Environment" in Grade 6.

Transition Years

Grade 8 History addresses the 19th Century. Grade 7 Geography, "The Physical World," examines the uniqueness of the local community, while in Grade 8, through a unit called "The Human World," students examine patterns in the community. There are a number of obvious links in these three areas that would facilitate a focus on the Sesquicentennial.

Secondary

The focus for the Sesquicentennial theme would be in Grade 9 and OAC. Grade 9 History deals with the period from the beginning of the 20th Century to Contemporary Times, emphasizing citizenship, government and law. In Geography, Canadian Studies is the focus with a specific concentration on the central business district in the local community. Again, there are obvious links to Hamilton's 150th.

At the OAC level, the History course, Canada and North America, provides an opportunity to connect with the Sesquicentennial. Bob Williamson has developed a slide and activity program which deals with the control of Lake Ontario as a key to the War of 1812. This program, along with another he is developing, which addresses the connection between the naval war and Sir Allan MacNab at the time of the War of 1812, are relevant to this OAC offering. Resources to make this available to staff and students is addressed below.

In OAC Geography, Canadian Economic Development, Bob has developed a relevant program which would facilitate links with the Sesquicentennial. Again, resource considerations to make this presentation available to all schools are addressed below.

In addition, courses in the Visual Arts, Drama and English/Language Arts, present numerous opportunities to connect Hamilton's Sesquicentennial to the school program. (see also, under our System-Wide Events section, plans for a special drama presentation on the Sesquicentennial.)

Production of historical slide presentation in video format for circulation to schools

A number of secondary schools are currently offering a senior division course in Communications. We are suggesting that as a major project, one or two of these Communication classes take on the responsibility of transferring Bob Williamson's slide presentations to video tape with accompanying audio. The Sesquicentennial Committee would also assist Mr. Williamson in formatting and producing teacher guides and student resource packages to be used by all schools in conjunction with the video presentation.

Once the programs are transferred to video and the resource packages prepared, they would be duplicated by the Communications students and made available to the system, through Kit Services.

❑ SYSTEM-WIDE EVENTS

#1 Celebration Quilt

Description:

A quilt would be made by the students of Hamilton Board of Education schools. It would be given as a gift to the City of Hamilton on the occasion of the City's Sesquicentennial.

Each school would be given a 34 cm square of cotton/polyester material and asked to decorate a 30 cm square (2cm border) in any way they choose to depict their school. The picture or design should show the school name and distinctive features of the school (e.g.; cultural diversity, historical significance of the school or its name, logo/mascot), and any other special occasions for that school which might occur in 1996. Each school would send a brief explanation to accompany its square. These descriptions would be compiled to form a booklet.

The squares (approx. 100) would be sewn together to form a large quilt approx. 3m x 3m. This quilt could be presented to the Mayor as a "birthday present" for the City, at a City Council meeting. A student representative from each school could be asked to present the quilt.

Timeline and Resources

Early in the school year, schools would receive a square of material and project guidelines, including: the finished size, due date, suggestions and contact names for questions. Once these blocks and the booklet descriptions are received, a volunteer committee would sew the blocks together. These would be completed in time for presentation (to be arranged with the City) early in 1996.

We hope that we can look to Hamilton's textile outlets for donations of materials, so that we can make this a 'no cost' project.

#2 Touring Drama Presentation

Description

A "Witness to Yesterday" type format with group participation activities (tableau, mime, improvisation) based on the last 150 years of Hamilton's history would tour interested elementary classrooms. It would be ideal to encourage one secondary school from the lower city area and one secondary school from the mountain area to produce such a presentation.

The course, ADA4A1, has a format for this type of approach. This 4th year drama course looks at elementary curricula with the idea of creating a participatory presentation.

Timeline and Resources

English and Drama Co-ordinator, Bill Manson has been approached concerning this idea. He has introduced the concept to school staff to determine interest for a production, next year.

#3 Sesquicentennial Trivia Challenge

Description

Students would be encouraged to research various topics (e.g. music, technology, sports events, historical figures, economic changes) in order to create a bank of questions that would be sent to a central Board organization team.

These questions would form the basis of a question bank (Primary/Junior level, Middle School level, and Secondary level). This question bank would be used to assemble a Sesquicentennial Trivia Challenge, which would be sent back to the schools (possibly on disk) for submissions.

Teamwork in answers will be encouraged. Maps, elevations, diagrams and other visual information could also be part of the challenge. (Wherever there is interest - all areas of the curriculum could be involved).

Timeline and Resources

The Organization Committee would launch the Trivia Challenge in the fall of 1995. Community members, historical society volunteers and others could form part of the organization committee. The media would be approached to publicize the Trivia Challenge, the answers and the winning team. We would also approach sponsors for prizes.

#4 Happy Birthday Hamilton Sing-Along

Description

This idea involves a team to organize all schools in singing Happy Birthday to Hamilton, at the same time, and on the same day. We would also approach the Separate School Board to suggest that they would pursue the same project on the same day.

Timeline and Resources

We would suggest that local personalities could be invited to visit schools and join with the children in singing Happy Birthday.

We would like to involve the radio and television stations in suggesting ways in which this musical moment could be captured and broadcast. This would obviously underscore our objective to allow every child to experience a pride in the City and a sense of the excitement of City celebrations.

❑ ARCHIVES

Travelling Sesquicentennial Display

The Archives Committee, under the leadership of Mr. Dave Brown, will develop a collection of historical materials (photos, items, documents etc.) which will be presented in the form of a Sesquicentennial Display that can tour elementary and secondary schools. The display, which will highlight education-related items, could also be featured at the Education Centre and would be shared with other city organizations, as appropriate, upon request. This display would be prepared in time for early 1996.

History of the Hamilton Board of Education

The Sesquicentennial Committee supported the idea that the City's 150th Birthday is an ideal occasion to remember and preserve the History of the Hamilton Board of Education.

The Archives Committee is in the process of preparing a history of the Board, which would be produced in the form of a good quality bound book. The Archives Committee is pursuing outside sources for funding of this project and is in the process of gathering printing quotations. Any requests for Board support of this project, would be presented through the Archives Committee, if required.

HAMILTON-WENTWORTH SEPARATE SCHOOL BOARD

ST. CECILIA SCHOOL

50 LAWSON STREET
HAMILTON - ONTARIO

L8V 4R8

TELEPHONE: 388-8879

Referred to Operations
and Finance Committee
at 1995 03 21 Board

February 24, 1995

Robert Stewart, Chairperson
Hamilton Board of Education
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Mr. Stewart:

We are enclosing a copy of our letter to the Hamilton-Wentworth Roman Catholic Separate School Board, Mr. Pat Daly, Chairperson, regarding adult videos being available in variety stores.

Our recent meeting with St. Cecilia School representatives, Mr. Pat Daly, Chairperson HWRCSSB, Mr. R.J. Lussier, Superintendent HWRCSSB, Mr. Doug Rose, Senior License Inspector City of Hamilton and Mr. Henry Merling, Alderman has resulted in this matter being placed on the agenda of the Finance and Administration Committee meeting, Alderman Bob Charters, Chairperson, scheduled for March 7, 1995 at 1:30 p.m..

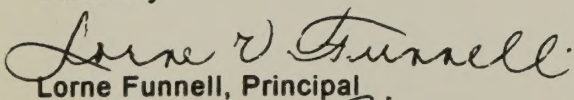
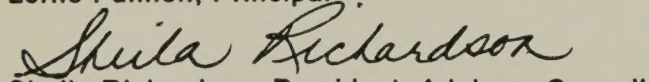
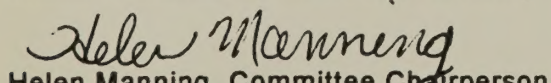
We would appreciate it if you would place this matter on the Hamilton School Board agenda for full board attention.

Representatives of St. Cecilia School, including Mr. Lorne Funnell, Principal, Helen Manning, Committee Chairperson, Mr. Pat Daly and Mr. Henry Merling will be in attendance to support amending the by-law regulating adult videos. Mayor Bob Morrow has also requested a petition of 800 names supporting this amendment which was forwarded to him by an east mountain alderman be presented at this meeting.

We anticipate your support and hope representation of the Hamilton School Board at this meeting will be possible.

Your support will complete the circle and will represent this issue as a community effort that will benefit all our families, our community and our city.

Sincerely


Lorne Funnell, Principal
Sheila Richardson, President, Advisory Council
Helen Manning, Committee Chairperson

c.c. Pat Daly, Chairperson, HWRCSSB
John Rocchi, Trustee
Fr. Kennedy, Trustee
J.C. Ponikvar, Director of Education
R.J. Lussier, Superintendent
Henry Merling, Alderman

HAMILTON-WENTWORTH SEPARATE SCHOOL BOARD

ST. CECILIA SCHOOL

50 LAWSON STREET
HAMILTON - ONARIO

L8V 4R8

TELEPHONE: 388-8879

December 12, 1994

The Hamilton Wentworth Roman Catholic Separate School Board
90 Mulberry Street
P.O. Box 2012
Hamilton, Ontario
L8N 3R9

Attention: Mr. Patrick Daly, Chairperson

Dear Mr. Daly:

As the St. Cecilia School Catholic Community Advisory Council, we are requesting your assistance with a situation very important to us all.

We are referring to the by-law that allows variety stores to rent adult videos. Two of these variety stores are a few hundred meters from our school and we are horrified by the explicit advertising our children can see. Our initial inquiries suggest no violations of the by-law.

We would like to enlist the assistance and guidance of the Board as to how to approach this situation. This by-law must be changed to prohibit rental of these videos in variety stores.

The placement of placard advertising out of reach is not out of sight and flimsy curtains are easily opened and often left ajar. We understand, from talking to underaged individuals, these videos are also quite easily obtained by them.

Please advise what steps can be taken to initiate this and perhaps involve all the schools in our area in a Region wide effort, that the Hamilton Wentworth Roman Catholic Separate School Board speaks out together against allowing this material to adversely effect our childrens' attitudes and values towards romance, love, marriage, family and sex.

Yours truly

Lorne Funnell, Principal

Sheila Richardson, President, Advisory Council

Helen Manning, Committee Chairperson

c.c. John Rocchi, Trustee
Fr. Kennedy, Trustee
J.C. Ponikvar, Director of Education
R.J. Lussier, Superintendent

**REPORT OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

Present: Mr. D. Bucsis (Chairman); Trustees Bishop, Johnstone and Mulholland; Mesdames Barr, Bramberger, Burns, Dalziel, Kerr Jaskiewicz and Oommen; Messrs. Shields and Verticchio; and Dr. Van der Spuy.

Also

Present: P. Hutchinson (Hamilton Teachers' Federation)

Officials

Present: F. Cooke (Assistant Superintendent of Program)
J. Tomlinson (Supervisor, Special Education)

The Committee recommends:

GENERAL

1. That, as concern has been expressed about the limited number of children who have short term disabilities who are unable to get to school and realizing the Board has limited resources, the Special Education Advisory Committee requests the Board look at a more flexible approach to this matter.

Respectfully submitted

Lower Auditorium
1995 03 22

D. BUCSIS
Chairman

THE HISTORY OF THE CITY OF NEW YORK FROM 1624 TO 1898

THE HISTORY OF THE CITY OF NEW YORK FROM 1624 TO 1898. BY JOHN E. BOWEN, LL.D., OF THE UNIVERSITY OF CALIFORNIA. VOL. II. NEW YORK: THE NEW YORK PUBLIC LIBRARY, ASTOR LENOX AND TILDEN FOUNDATIONS. 1898.

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Hamilton Board of Education
Education Centre
1995 04 11

To the Chairman and Members,
Operations and Finance Committee
Hamilton Board of Education

Ladies and Gentlemen:

I have the honour to present the following recommendations for your approval:

E L E M E N T A R Y / S E C O N D A R Y

(a) That the following trips requests be approved:

(i) Burkholder Drive, Grade 8, Band Festival, Canada's Wonderland, Toronto, 1995 06 05 (Monday)

(ii) Cardinal Heights, Grade 6, Stratford Festival, Stratford, 1995 05 15 (Monday)

(iii) Cardinal Heights, Grades 6-8, Geological Study of Bruce Peninsula National Park, Tobermory, 1995 06 14-16 (Wednesday to Friday)

(iv) Dalewood, Grades 6-8, Stratford Festival, Stratford, 1995 05 08 (Monday)

(v) Highview, Grade 8, Camp Kilcoo, Haliburton area, 1995 05 30 - 06 03 (Tuesday to Saturday)

(vi) Highview, Special Education students, Camping trip, York, 1995 06 05 -06 (Monday to Tuesday)

(vii) Lawfield, Grade 8, Band Festival, Canada's Wonderland, Toronto, 1995 05 25 (Thursday)

(viii) Norwood Park, Grades 7-8, Band Festival, Canada's Wonderland, Toronto, 1995 06 15 (Thursday)

(ix) Viscount Montgomery, Grade 8, Camp Kilcoo, Haliburton area, 1995 05 23-27 (Tuesday to Saturday)

(x) Viscount Montgomery, Grade 8, Camping with Forest Glen School, Owen Sound, 1995 06 20-23 (Tuesday to Friday)

(xi) Westview, Grade 8, Sightseeing Canada's Capital, Ottawa, 1995 06 13-16 (Tuesday to Friday)

(xii) Barton, OAC, Stratford Festival, Stratford, 1995 05 25 (Thursday)

(xiii) Sherwood, Grades 9-OAC, Track and Field Meet, London, 1995 04 25 (Tuesday)

(xiv) Sir Allan MacNab, Grades 9-OAC, Track and Field Meet, Brockville, 1995 05 05-06 (Friday to Saturday)

(xv) Sir John A. Macdonald, Grades 9-OAC, Track and Field Meet, Petrolia, 1995 04 25 (Tuesday) [rain date 1995 04 26]

(xvi) Sir Winston Churchill, Grades 9-OAC, Band trip, Montreal, 1995 05 05-07 (Friday to Sunday)

(xvii) Westdale, Grades 10-OAC, Stratford Festival, Stratford, 1995 09 12 (Tuesday)

(xviii) Westmount, Grades 9-OAC, Track and Field Meet, Mansfield, Ohio, U.S.A., 1995 04 13-15 (Thursday to Saturday)

(xix) Westmount, Grades 9-OAC, Track and Field Meet, Brockville, 1995 05 05-06 (Friday to Saturday)

(xx) Westmount, Grades 9-OAC, Queen's Park, Toronto, 1995 05 25-26 (Thursday to Friday)

(xxi) City-wide Senior History Field Trip, Grades 12-OAC, New York City, New York, U.S.A., 1995 11 15-18 (Wednesday to Saturday)

Respectfully submitted,

D. Goodridge,
Director of Education
and Secretary

April 5, 1995

Mr. Robert Stewart
Chairman of the Board
Board of Education, City of Hamilton
100 Main Street West
Hamilton Ontario
L8N 3L1

Dear Mr. Stewart,

Theatre Aquarius needs your help! This is not a request for a personal financial donation although it is the finances that cause me to write you.

In 1991, Theatre Aquarius moved away from rented quarters to the du Maurier Ltd. Centre at King William and Ferguson. While designing and creating a theatre building at that time required a great deal of vision, energy, and nerve, it has allowed Theatre Aquarius to more actively pursue its mandate while also making a larger contribution to the community: Physically (a presence on Ferguson Avenue), Economically (136 people employed) and Educationally (7,000 young people exposed to theatre each year.)

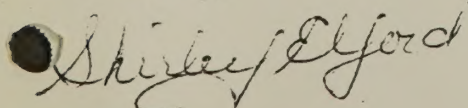
Naturally, we are still working through the transition time that results in any such move. All our plans predicted there would be a major drain on all our resources. There has been! Our plans also contemplated a relief from property taxes as this is the norm for similar organizations throughout the province. The volunteer Board regrets we have been unable to find the resources to address this matter before now. It has been a primary cause of the operation deficits over the past four years.

We understand that the privilege of exemption from property taxes may be granted through an application to the Provincial Legislative Assembly by a Private Bill. In order to begin this process, we require the support of Regional Council, City Council and the Board of Education. I am writing to request your personal commitment for that support and I have enclosed a brief setting out why this support is appropriate.

We are still reeling from the sudden death of our Founder and Artistic Director, Peter Mandia. However, under the guidance of our interim manager, we have a clear picture of our financial situation. We know that, with diligent work at cost control combined with creative fundraising activities, we have an exciting organization that can be financially viable. We know that our organization can contribute to the reputation for excellence of which the Region can boast. I hope you will support our application to make this happen.

If you have any questions, please contact me or Pamela Lakin, Interim Manager.

Yours truly,



Shirley Elford
President
Board of Directors

FOUNDER

PETER MANDIA

PRODUCTION DIRECTOR

STEPHEN NEWMAN

TWENTY-SECOND SEASON

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HAMILTON, ONTARIO
L8R 1A8

BOX OFFICE
905-522-7529
1-800-465-7529
ADMINISTRATION
905-522-7815
FAX 905-522-7865



Theatre Aquarius



Department of Agriculture
Washington, D.C.

TO THE HONORABLE CHIEF OF BUREAU OF LAND MANAGEMENT

Dear Sir:

I have the honor to acknowledge the receipt of your letter of the 10th inst.

and in reply to inform you that the same has been forwarded to the proper authorities for their consideration.

Very respectfully,
John H. Johnston
Chief of Bureau

To : The Chairman and Members of the
Operations and Finance Committee
1995 04 11

FROM : Paul E. Shewfelt, Superintendent of Finance and Treasurer

PREPARED BY : Irene Polidori, Manager, Financial Services

RE : 1994 Annual Audited Financial Statements
for the Board of Education for the City of Hamilton

REPORT : Information/Decision

BACKGROUND :

The financial statements for the Board of Education for the City of Hamilton for the year ended December 31, 1994, were prepared by the Financial Services Department. The statements were audited by MacGillivray Partners, Chartered Accountants, the auditors appointed by the Board of Trustees.

Section 234 of the Education Act prescribes the publication and filing of the financial statements as well as the appointment of auditors.

ISSUE :

To review with Trustees the 1994 Annual Audited Financial Statements for the Board of Education for the City of Hamilton.

RECOMMENDATION :

That the 1994 Annual Audited Financial Statements for the Board of Education for the City of Hamilton be approved.

ENCLOSURE :

The 1994 Annual Audited Financial Statements of the Board of Education for the City of Hamilton.

The following information is for your information only. It is not to be used for any other purpose.

This document is confidential and its contents are not to be disclosed to any other person.

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To : The Chairman and Members of the
Operations and Finance Committee
1995 04 11

FROM : Paul E. Shewfelt, Superintendent of Finance and Treasurer

PREPARED BY : Irene Polidori, Manager, Financial Services

RE : 1994 Annual Audited Financial Statements
for the Board of Education for the City of Hamilton Foundation

REPORT : Information

BACKGROUND :

The financial statements for the Board of Education for the City of Hamilton Foundation for the year ended December 31, 1994, were prepared by the Financial Services Department. The statements were audited by MacGillivray Partners, Chartered Accountants, the auditors appointed by the Directors of the Foundation.

ISSUE :

To present to the Trustees the 1994 Annual Audited Financial Statements for the Foundation for information.

RECOMMENDATION :

That the 1994 Annual Audited Financial Statements for the Board of Education for the City of Hamilton Foundation be received for information.

ENCLOSURE :

The 1994 Annual Audited Financial Statements of the Board of Education for the City of Hamilton Foundation.

The Commission on the
Future of the City
1995-2000

Final Report: Recommendations for the City of Chicago

Submitted to the City of Chicago

Submitted by the Commission

Submitted on the 15th day of December, 1995

Chicago

Commission

The Commission on the Future of the City of Chicago was created by the City of Chicago in 1993. Its purpose was to study the city's long-term future and to make recommendations to the City Council. The Commission was composed of representatives from various city departments and the private sector. It held numerous public hearings and received many suggestions from citizens. The Commission's final report, "Recommendations for the City of Chicago," was submitted to the City Council in December 1995. The report contains a series of recommendations for the city's future, including recommendations on housing, transportation, education, and the environment. The City Council has accepted many of the Commission's recommendations and is working to implement them.

Chicago

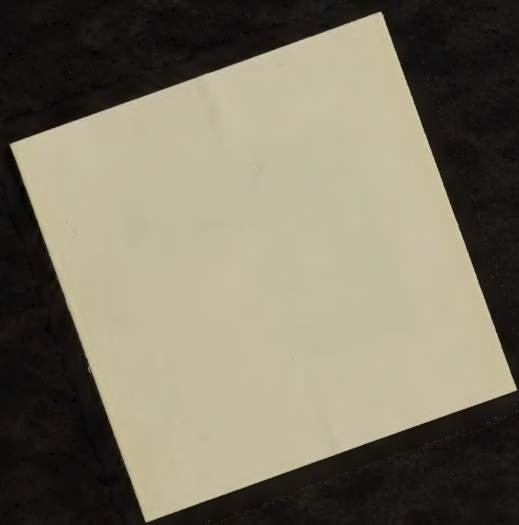
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Commission

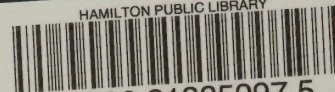
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